

**THE EFFECT OF USING MEDIA YOUTUBE CHANNEL
ENGLISH LEARNING VLOG TOWARDS STUDENTS'
LISTENING COMPREHENSION**
(An Experimental Study at tenth grade of Smks 6 Muhammadiyah Lebong Utara)

THESIS

**This Thesis is Submitted to Fulfill the Requirement for
'Sarjana' in English Tadris Study Program**



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FACULTY OF TARBIYAH
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2023**

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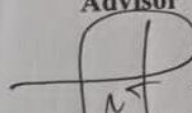
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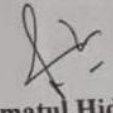
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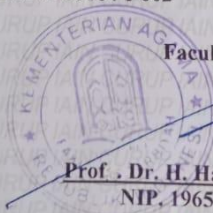
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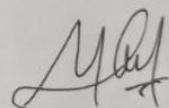
PREFACE

Firstly, praise is due to Allah SWT the most merciful and the most beneficent for blessing and mercy who given to the researcher to finish this thesis successfully. Secondly, peace and salutation always be given to our prophet Muhammad SAW who has guided us from the darkness to brightness. This thesis entitled "**The Effect Of Using Media Youtube Channel English Learning Vlog Towards Students' Listening Comprehension**".

The purpose of writing this research thesis is to complete one of the requirements for the S-I English Tadris Study Program. The Faculty of Tarbiyah and Teacher training at The State Islamic Institute (IAIN) Curup. The researcher hopes that this thesis was be useful be useful for readers and other interested parties , and can be used as a reference for future researchers.

Curup, 7 June 2023

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ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Assalammu'alaikum Warahmatullahi Wabarakatuh

Alhamdulillahirabbil'alamin all of praises just for Allah SWT who has given the mercy, blessing, and guidance for the researcher,so the researcher can finish the research. Peace and salutation are always be given to Prophet Muhammad SAW and all of his family and followers who has been great for all of muslim I this word. This thesis entitled “**The Effect Of Using Media Youtube Channel English Learning Vlog Towards Students’ Listening Comprehension**” is presented in partial fulfilment of the requirement for the degree of Strata 1 in English Study Program of IAIN Curup. In conducting this thesis, the researcher received valuable contributions, guidance, support, and motivation from others. In this chance, the researcher would like to express her deepest gratitude to:

1. **Prof.Dr. Idi Warsah, M.Pd.I** as the Rector of IAIN Curup.
2. **Prof.Dr.H.Hamengkubuwono, M.Pd** as the Dean of Faculty Tarbiyah
3. **Jumatul Hidayah, M.Pd** as the Head of English Tadris Study Program
thanks for the guidance and helping
4. My great advisor **Dr.Paidi Gusmuliana, M.Pd** in finishing my study at IAIN Curup.
5. My co-advisor **Jumatul Hidayah, M.Pd** who gave the researcher guidance, support and suggestion in finishing this thesis and also in finishing my study.

6. **All of the lecturers** of English Study Program in IAIN Curup thanks for support,suggestion and advices.
7. **My Father and my Mother** who have been pleased to give everything during the study and compile this thesis at IAIN Curup.
8. All of my friends of English Study Program of IAIN Curup.

Finally, the researcher needs constructive suggestions for being perfect researcher in the future.Hopefully, the result of this research was give beneficial contribution to the development of education in education in English Study Program and other school. For acknowledgment above, and those who are not mentioned, may Allah SWT give them the reward. Aamiin.

Wassalammu'alaikum Warahmatullahi Wabarakatuh

Curup, July 2023

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Motto And Dedication

"Whoever goes out to seek knowledge, then he will be in the way of Allah until he returns."

"As long as there is faith, everything will be possible"

"I can accept failure, but I can't accept anything that I never tried."

"Fear is a prison called failure. Conquer fear because success is the right of the brave."

"You shouldn't give up on anything that happens to you. I mean, you should use whatever happens to you as a tool to move up, not down."

This thesis is dedicated to:

- ❖ My amazing and loving family, the greatest man ever, my father Armal Mukti the most patient and beautiful woman ever, my mother Merida.
- ❖ My beloved brother, Singgi Simpati who always supports and motivates me.
- ❖ My biggest mentor Dr.Paidi Gusmuliana, M.Pd. who always give me motivation, advice, guidance, in completing my studies at IAIN Curup.
- ❖ My Best Tutor Jumatul Hidayah, M.Pd,. Who always gives me motivation, support, guidance in completing this thesis and also in completing my studies.
- ❖ My lecturer is Sarwo Eddy, M.Pd, who always provides motivation and support.
- ❖ My lecturer and validator Nastiti Handayani, M.Pd, who always provides motivation and support.
- ❖ Lecturers of English Tadris Study Program IAIN Curup whom I love for their support, suggestions and advice.
- ❖ All students of TBI 8C English Language Study Program IAIN Curup.
- ❖ My friends (Else Apriza, Wulandari Eka Wijaya, Umi Mualima, Silvi Dayang Sari, Arina) thank you for always sharing information and supporting me.
- ❖ All my Organizations: Ldk,Kammi,Kpib,Ipml.
- ❖ KKN Group and PPL 2019.
- ❖ All students of the IAIN Curup English Language Study Program.

ABSTRACT

MESIS ARIANTI 2023: The Effect Of Using Media Youtube Channel English Learning Vlog Towards Students' Listening Comprehension at SMKS 6 Muhammadiyah Lebong Utara (An Experimental Study at tenth grade of Smks 6 Muhammadiyah Lebong Utara)

This Study aimed to Find **The Effect Of Media Using Youtube Channel English Learning Vlog Towards Students' Listening Comprehension** at Smks 6 Muhammadiyah Lebong Utara. The goal of the Research are to find out the significant difference between the students who taught by using Youtube Channel English Learning Vlog and those who are not. This Research used Quasi-Experimental method with quantitative approach. Sample of this research were 50 students in grade tenth. 25 students in class Ac were sampled as a Experimental class and 25 students in class Op 1 were sampled as a Control class. The data collection is used pre-test and post-test. Data analysis is using Listening test. The result t of this research shows that applying Vlog English Learning Youtube Channel affected the students' Listening Comprehension. It can be seen from the Result of mean score. The result of the average students score from the same group who taught by using Media Youtube Channel English Learning got mean score 85,56 of Experimental class higher than 77,44 mean score of Control class. It can be seen there are different use of students' Listening Comprehension between Experimental and Control class. To sum up, in can be conclude that Youtube Channel English Learning Vlog technique enhances students' listening comprehension and there is significant difference between students' who taught by using Media Youtube Channel English Learning Vlog application technique and those who are not.

Keywords: Media Youtube Channel English Learning Vlog, Teaching Towards Listening Comprehension.

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CHAPTER I

INTRODUCTION

A. Background of the Research

Nowadays listening comprehension is one of the most frequently used skills in everyday life. Listening comprehension is the foundation for speaking, writing, and reading skills practicing listening skills, it is important to listen actively, which means actively paying attention to what you hear. Make a habit of listening to audiobooks, podcasts, news, songs, etc. and to watch videos and movies in foreign languages.¹

Listening comprehension is a method of psychological analysis that refers to sounds, resonances and relationships as entrances into the human soul. It is designed to pave the way to discovery when discovery depends on knowing the inner world of others. Since everyone has a voice or a way of speaking or communicating that makes the silent and invisible inner world visible to others, this method is universal in its application. The Guided Listening Method consists of a series of steps, which together are intended to offer a means of customizing the polyphonic voice of another person.²

Afterwards language learning has shown that listening comprehension plays an important role in the learning process. Despite its importance, listening has been neglected in second language learning,

¹ Feruza Akhmedovna Egamnazarova And Matluba Satvaldiyevna Mukhamedova, Improving english language listening skill,2021:28

² Gilligan, C., Spencer, R., Weinberg, M. K., & Bertsch, T. On the Listening Guide: A voice-centered relational method,2003: 157–172

research and teaching. The aims of this study are to define the terms listening and listening comprehension, review the components of listening, explain the teacher's role in listening comprehension, and present general principles of listening comprehension. The literature review shows that students' listening skills can be improved with the help of the teacher and the use of appropriate learning materials and activities.³

Furthermore learners may find listening comprehension skill difficult to learn and this requires teachers to change their listening exercises into more effective ones. The development of listening comprehension skill helps learners to succeed in language learning and increase their comprehensible input. Since learners' self-confidence in listening comprehension can be increased, they are motivated to have access to spoken English like conversations with native speakers according to Kurita.⁴

For EFL teachers, it is often a struggle to utilize potentially useful technology, promote student autonomy, and create stimulating lessons. If students and teachers have adequate access to the Internet, however, there is a vast online audiovisual resource generally well known to students that can function effectively in multiple ways for a variety of English classes. The resource, Youtube.com, is an online video repository in which nearly any digital video file can be stored and exhibited free of charge. Started in

³ Seyedeh Masoumeh Ahmadi, The Importance of Listening Comprehension in Language Learning, 2016:7

⁴ Kurita, The Importance of Listening Comprehension in Language Learning, 2012:7

February 2005, Youtube hosts videos that are cumulatively currently viewed more than 2 billion times each day.⁵

Based on initial observations made by researcher at Smks 6 Muhammadiyah Lebong Utara, students generally have difficulty listening and understanding and also obtaining information about what the teacher has conveyed because they do not understand what the teacher says in english learning classes due to a lack of language listening practice english. in english also cannot understand the contents of the learning book because the book is full of english, this is also due to their lack of listening practice in learning english. As explained above, the teacher's job is to make learning a foreign language or english interesting, and for that a teacher must have an interesting method when teaching, such as using the english learning vlog media on the youtube channel.

Learning media is a learning tool used by someone to facilitate the delivery of material during teaching in schools. This is really helpful for someone teaching in an institution and is a solution to make students feel happy while learning and not get bored by Tofano.⁶ According to Rasagama suggests that the benefits of deep learning media the learning process, among others, the motivation to learn was be more fun and not bored in learning. In addition, students can understand the meaning, more quickly master the

⁵ Jon Watkins And Michael Wilkins, Using YouTube in the EFL Classroom,2011:113

⁶ Tofano, Definition learning media,2018:537

learning material, and achieve learning objectives. As is teaching methods are varied, teachers do not run out of steam when doing learning.⁷

Technology is needed in the teaching-learning process so that used as an additional learning media, for example youtube. Youtube is a platform for sharing videos. Through youtube, students can learn independently and share information in the form of knowledge and practice through videos. Students more easily understand information and learning through media like youtube. This is because the delivery of material through books is considered conventional and boring compared to video delivery. Therefore, learning through youtube media can be used as wrong a teaching-learning tool to increase student interest and learning motivation By Mujianto.⁸

Based on the problems faced by teachers are about education is very important in realizing students who are knowledgeable, pious, and cultured in order to be able to face the challenges of the globalization era. Education will give birth to students who have competencies and skills that are developed in the midst of society. To realize this, one of the determining factors for the success of students in education is the teacher's ability to use learning media. But ironically there are still teachers who are less able to use learning media. This is contrary to the function and duties of the teacher as an educator. So to overcome these problems the teacher must increase his knowledge of learning media, and the principal proposes to procure complete learning media in

⁷Rasagama, Benefits Of Youtube Learning Media For Achievement Student Competence,2020:538

⁸ Mujianto, Technology is needed in the teaching and learning process,2019:539

schools, on the other hand the education office conducts trainings for teachers.

Furthermore, there are several studies that have been carried out using the effect Youtube channel vlog, while some of these studies are:

First, conducted by Rena Tristiana the effect of using the Youtube channel vlog on the speaking ability of Yaspi Labuhan Private Madrasah Aliyah class students Deli, in this case the researcher's research concluded that there was a significant influence in the use of the Youtube channel vlog media on the speaking ability of class XII students at the Yaspi Labuhan Private Madrasah Aliyah Deli.

Second, conducted by Kristian Victoria Ika. The results of the study show that the use of Youtube videos is capable improve students' writing skills which includes writing to organize their ideas, to use the right words in writing, write paragraphs using the correct grammar, and using mechanics in writing sentences for third semester students of English education english department at bosawa university.

Third, conducted by Luqman Alhakim Can motivate students of English education program at Slamet University Riyadi in following learning increases because of them watched an interesting video and related to reading content read so that the process of activity learning can be carried out with smoothly and able to achieve the goal curriculum-appropriate learning.

Fourth, concluded by Miratul Hayati With the Cocomelon Youtube Channel proves that Cocomelon can be used as a medium to introduce English Vocabulary skills to children aged 4-6 years, as evidenced by the average value of Youtube Channel utilization Cocomelon is 61.6 with good category.

Fifth, Sonnya Kartika Sayidin's vocabulary skills Sonnya Kartika Sayidin concludes about how students of the English Education Department, IKIP PGRI Bojonegoro, learn vocabulary in the video English Singing channel on Youtube that provides benefits as learning innovation in learning. The writer finds that First, the English singing channel videos are videos which has a lot of vocabulary that can be made children learn anywhere. Students can interact and cooperate in memorizing vocabulary.⁹

As explained above, there are many studies that explain the use of Youtube channel vlogs on speaking, writing, reading, vocabulary and other skills. However, in this study the researcher wanted to find out whether using the Youtube channel vlog could improve students' listening skills and in previous research the methods used in this research were some that used classroom action research, while here the researcher used a quasi-experimental method. Using this method was help students remember the words of knowledge from previously studied material. In this learning process, students try to recall memories of knowledge. The process of remembering word searches was cause knowledge information to be stored

⁹ Ima Isnaini Taufiqur Rohmah, Using media vlog youtube channel, 2021

more firmly in his mind. This activity causes knowledge to be stored in long-term memory. In this case, researchers are involved in conducting research about the use of YouTube channel vlogs in students' English listening skills.

Therefore the researchers took the youtube channel vlog media application so that students were more enthusiastic and not too bored to learn English, especially in students' list setting. So here the researcher wants to know whether there is any influence of the technique of using this youtube channel media vlog on listening students' later. In this regard, the teacher's task is to make foreign language learning not boring, and for this a teacher must use the youtube channel vlog media.¹⁰

In this regard, researchers are involved in conducting research about the **"THE EFFECT OF USING MEDIA YOUTUBE CHANNEL ENGLISH LEARNING VLOG TOWARDS STUDENTS' LISTENING COMPREHENSION ON TENTH GRADE"**

B. Research Question

Based on the background above, the question in this research are formulated as follow:

1. How is the students' listening comprehension by using youtube channel english learning vlog at tenth grade students of SMKS 6 Muhammadiyah Lebong Utara?

¹⁰ Alwi, TEACHER PROBLEMS IN THE DEVELOPMENT OF LEARNING MEDIA. ITQAN : Journal of Educational Sciences, 2017, 8(2), 145-167

2. How is the students' listening comprehension under the teaching by using conventional media?
3. Is there a significance effect of using media youtube channel english learning vlog toward students' listening comprehension?

C. Objective of the Research

1. To find out the student listening comprehension before and after the teaching by using youtube channel english learning towards students' listening comprehension.
2. To find out the students listening comprehension the teaching by conventional media.
3. To find out the effectiveness of using youtube channel towards students' listening comprehension.

D. Limitation of the Research

This research is limited to the area of investigating students' listening comprehension effect before and after using youtube channel english learning vlog. The sample in this study is limited to class tenth grade students of Smks 6 Muhammadiyah Lebong Utara class X for the 2022/2023 academic years.

E. Significant of the Research

The result of the study is expected to be used theoretical and practical:

1. Theoretical

The findings of the study can be used to effect the theory and method for students listening comprehension utilizing vlog english learning youtube channel.

2. Practical

a. For The Teacher

For teacher,if the result of this research has significant effect in towards students' listening comprehension,so the teacher can use vlog youtube channel as media in teaching listening in the classroom.further,the teacher can develop students' in listening comprehension by using vlog youtube channel.

b. For The Students

For the students, if the result of this research is effective, the students can download vlog youtube channel on their mobile phone because using vlog youtube channel has a lot of benefits, for example can improving listening comprehension.further when the students download vlog they can hear the vlog whenever as they want moreover the use of vlog youtube channel makes students more flexible in learning listening comprehension.

c. For The Researcher

The result of this research provides the researcher on understanding about is there effect of using youtube channel english learning towards students' listening comprehension.

F. Hypothesis of the Research

The research hypothesis is stated as follows:

H₀ : There is no significant effect of using towards students' listening comprehension.

H_a: There is a significant effect of using towards students' listening comprehension.

G. Operational Definition

The operational definition of this research are:

1. Listening comprehension

Listening comprehension encompasses the multiple processes involved in understanding and making sense of spoken language. These include recognizing speech sounds, understanding the meaning of individual words, and/or understanding the syntax of sentences in which they are presented. Listening comprehension can also involve the prosody with which utterances are spoken which can, e.g., change intended meaning from a statement to a question, and making relevant inferences based on context, real-world knowledge, and speaker-specific attributes e.g., to what information the speaker has access and about what he/she is likely to be talking.¹¹ .

¹¹ Bransford, J. D., & McCarrell, N. S. A sketch of a cognitive approach to comprehension: Some thoughts about understanding what it means to comprehend, 1977

2. Media youtube channel english learning vlog

YouTube is a popular vlog sharing website where registered users can upload and share vlog with anyone able to access the site. These vlog can also be embedded and shared on other sites. YouTube was developed by former PayPal employees in 2005 and was acquired by Google in 2006. It has had a profound impact on media.¹²

¹² Margaret Rouse, Operasional definition media youtube channel english learnin video, 2016

CHAPTER II

LITERATURE REVIEW

A. Review Of Literature

1. Listening Comprehension

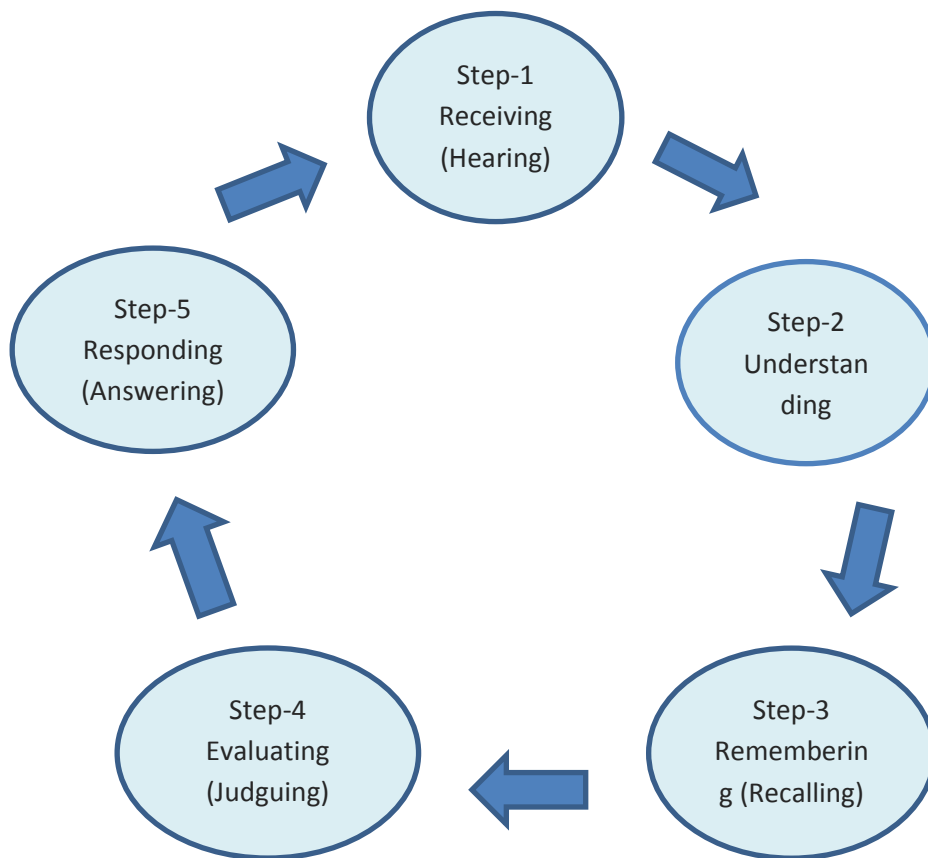
a. Definition of Listening Comprehension

Listening comprehension is not as easy as people think, particularly when the English language has status as a foreign language that is different from a second language as well as first language. For many reasons, foreign language learners find it difficult to listen to English. Although some language learners find it easy to comprehend listening, there are still more learners who have got difficulties in listening than others who do not. There must be some factors that hinder listeners to do it well. Although listening is categorized as a receptive skill, it is an active process. Listeners have to focus on what they are hearing since this involves many mental processes. Furthermore, defined Listening comprehension is a vital primary stage of language acquisition. If students do not listen or learn to listen well, then the latter stages of the complex pattern of language acquisition within a productive framework (in other words, speaking and writing) in the communicative classroom was be difficult. This study documents perspectives on why listening in English is difficult for foreign language learners. Listening in this study means when students have listening practice, for example listening to the dialogue, monolog, or long

conversation.¹³ Listening comprises of some key components, there are: a).discriminating between sounds, b).recognizing words and understanding their meaning, c).identifying grammatical groupings of words, d).identifying expressions and sets of utterances that act to create meaning, e).connecting linguistic cues to non-linguistic and paralinguistic cues, f).using background knowledge to predict and to confirm meaning and, g).recalling important words and ideas.¹⁴

b. Process of Listening Comprehension

Process of listening The process of listening occur in five stages. They are hearing, understanding, remembering, evaluating, and responding:



¹³ Paul Robertson, The Asian EFL Journal, 2018:6-10

¹⁴ Babita Tyagi, Listening comprises The Criterion An International Journal in English, 2013

Can be see the picture above is the stage of the listening comprehension process in learning English listening comprehension.

Hearing - It is referred to the response caused by sound waves stimulating the sensory receptors of the ear; it is physical response; hearing is perception of sound waves; you must hear to listen, but you need not listen to hear (perception necessary for listening depends on attention). Brain screens stimuli and permits only a select few to come into focus- these selective perception is known as attention, an important requirement for effective listening.

Understanding - This step helps to understand symbols we have seen and heard, we must analyze the meaning of the stimuli we have perceived; symbolic stimuli are not only words but also sounds like applause and sights like blue uniform that have symbolic meanings as well; the meanings attached to these symbols are a function of our past associations and of the context in which the symbols occur. For successful interpersonal communication, the listener must understand the intended meaning and the context assumed by the sender.

Remembering - Remembering is important listening process because it means that an individual has not only received and interpreted a message but has also added it to the mind's storage bank. In Listening our attention is selective, so too is our memory- what is remembered may be quite different from what was originally seen or heard.

Evaluating- Only active listeners participate at this stage in Listening. at this point the active listener weighs evidence, sorts fact from opinion, and determines the presence or absence of bias or prejudice in a message the effective listener makes sure that he or she doesn't begin this activity too soon beginning this stage of the process before a message is completed requires that we no longer hear and attend to the incoming message-as a result, the listening process ceases

Responding - This stage requires that the receiver complete the process through verbal and/or nonverbal feedback because the speaker has no other way to determine if a message has been received, this stage becomes the only overt means by which the sender may determine the degree of success in transmitting the message.¹⁵

c. Strategies of Listening Comprehension

Listening strategies are techniques or activities that contribute directly to the comprehension and recall of listening input. Listening strategies can be classified by how the listener processes the input. Top-down strategies are listener based. The listener taps into background knowledge of the topic, the situation or context, the type of text, and the language. This background knowledge activates a set of expectations that help the listener to interpret what is heard and anticipate what was come next. Top-down strategies include a). listening for the main idea b). predicting c) drawing inferences d).

¹⁵ Babita Tyagi, Process of Listening The Criterion An International Journal in English, 2013:1-2

summarizing Bottom-up strategies are text based: the listener relies on the language in the message, that is, the combination of sounds, words, and grammar that creates meaning. Bottom-up strategies include a). listening for specific details b). recognizing cognates c). recognizing word-order patterns.¹⁶

d. Types of Listening Comprehension

Based on objective and manner in which the Listener takes and respond to the process of Listening, different types of Listening are:

Table 2.1

Types Of Listening Comprehension

1.	Critical listening	Listening in order to evaluate, criticize or otherwise pass judgment on what someone else says.
2.	Evaluative listening	Listening in order to evaluate, criticize or otherwise pass judgment on what someone else says.
3.	Judgmental listening	Listening in order to evaluate, criticize or otherwise pass judgment on what someone else says.

Can be seen in the table above, according to Babita Tyagi, there are 3 types of comprehension and the researcher uses the Listening comprehension to understand type of listening comprehension. Looking for meaning in the

¹⁶ Babita Tyagi, Strategies of Listening The Criterion An International Journal in English, 2013:3

English learning YouTube channel vlog and listening to descriptive text essay questions about the place the researcher has chosen for class X Op 1 and X Ac SMKS 6 Muhammadiyah Lebong Utara.¹⁷

e. Importance of Listening Comprehension

Listening is an activity that may take many different forms for different people the behaviors and tools used by someone in one listening situation may not be the same as those used in another. It is important, then, to emphasize this point when teaching effective listener an certain behaviors lead to succes more than other ,learners may not use all of the techniques provided in a workshop. They may also use strategies in different ways to accomplish the same goal of their listening effectiveness, and this is perfectly acceptable.¹⁸

Paul T. Rankin, former Director of the Detroit Watch for Research and Public Adaptation The school conducted a survey of the four communication processes. He found that the average person spends 9% of their time writing, 16% reading, 30% talk, and nearly half, 45%, listen. The importance of listening is easier to understand when one realizes that everyone is a bad listener.¹⁹ Paul T. Rankin, former Director of the Detroit Watch for Research and Public Adaptation The school conducted a survey of the four communication

¹⁷ Babita Tyagi, Types Listening The Criterion An International Journal in English, 2013:4-5

¹⁸ Lisa J. Downs why this is important of listening skill, 2008:2

¹⁹ Paul T. Rankin, The Importance of Listening language art journal of michigan, 2001

processes. He found that the average person spends 9% of their time writing, 16% reading, 30% talking, and nearly half, 45%, listening. The importance of listening is easier to understand when one realizes that everyone is a bad listener.

So here Paul says the importance of listening comprehension in one's communication process and everyone needs to understand and focus on listening comprehension when communicating.

Furthermore, according to Cheung Y.K. discussed the importance of listening comprehension in learning English as a foreign language and argues that more emphasis should be given to listening comprehension in his study. His study cited significant research findings in SLA and reviewed the relationship between listening comprehension and language learning suggest that listening is a prerequisite for other skills and it should be the primary skill to be acquired in language learning.²⁰

f. Benefits of Listening Comprehension

Listening is one of the most important skills in business and improving it was greatly benefit the careers of executives in a variety of fields. Professionals are advised to take an active approach in improving students' listening comprehension. They are advised to calculate and understand possible barriers related to communication

²⁰ Cheung, Y. K, The importance of listening in communication,(2010),9

and focus their minds before studying and discussing to eliminate any form of anxiety and fear. They are also urged to clarify the purpose and duration of business activities to ensure productive discussions. In addition, executives need to pay attention and take notes while listening to speakers. This was greatly enhance the creation and formation of various ideas and comments.²¹

Simply put, towards listening comprehension was make it easier to develop and maintain close relationships with other people. People with strong listening comprehension score higher on measures of social skills.²² so it stands to reason towards students' listening comprehension might overall social life.

g. Common Listening Comprehension Mistakes

There are several common mistakes made by individuals when listening comprehension, including:

1. lack of control over the speed at which speakers speak ,
2. not being able to get things repeated
3. the listener's limited vocabulary
4. failure to recognize the signals

²¹ Max Messmer, benefits of improving listening skill,1998

²² Gearhart, C. C., & Bodie, G. D. (2011). Active-empathic listening as a general social skill: Evidence from bivariate and canonical correlations. *Communication Reports*, 24(2), 86-98.

5. problems of interpretation

6. inability to concentrate

7. established learning habits.

So above are some common mistakes that are often made by each individual students' when learning English listening comprehension.²³

B. Youtube Channel In English Learning

1. Definition of Youtube Channel

A vlog is a video blog where someone records and shares their thoughts, opinions or experiences whether for entertainment, educational, personal or monetary purposes. For most vloggers, Youtube is the platform of choice for communicating. Due to the advances in technology in recent years, live-vlogging or streaming has also become popular.²⁴

Youtube is a video-sharing website on which users can upload, share, and view videos. Searching for or watching a video on Youtube does not require logging in. However, Youtube users can enjoy the benefits of creating a channel by signing up for an account. Logging in allows YouTube to suggest related vlog to its users based on the previous viewing history. Youtube users can upload an unlimited number of vlog to their channel. If the account is in good standing, as determined by the Youtube Community, then the user can attain the ability to upload long-length vlog.

²³ Hande Yılmaz and Fatih Yavuz / Procedia - Social and Behavioral Sciences ,2015, 2046 – 2050

²⁴ Jan Sorup,what is a vlog,2023

After upload, the user can add video description details and use the video editor and annotations editor. The video description is a key piece of information used to identify the content of the vlog. The more accurate the information provided by the channel owner in this section, the easier it is for users to find the video. The video editor tool allows the user to trim videos, add transitions, and overlay a soundtrack from an audio library. Annotations allow the addition of text links to other videos, channels, and playlists. The vlog manager can be used to organize uploads and playlists. The channel's activity feed provides channel viewers with a summary of recent activity. Subscribers can be updated on any channel activity on Youtube. Youtube users may also customize and control personal privacy settings. Additionally, the channel owner can communicate with subscribers by posting a bulletin which is shared with all subscribers. Although implementing strict copyright verification tools, Youtube provides users the ability to view its videos on web pages outside of the site. This functionality is often used to embed Youtube videos in social networking pages and vlogs.²⁵

2. Benefits of Youtube Channel

Faculty continue to increase their use of multimedia in the classroom due to the many potential learning benefits it provides presented several examples of ways that media helps students to interact with the course material. For example, using a vlog in youtube channel may help to draw

²⁵ Akram Abood Jaffar, YouTube: An Emerging Tool in Anatomy Education,2012:159

attention to a specific concept and work to maintain students' attention on that concept throughout the duration of the vlog. Other benefits to using media in the classroom include the ease in availability of diverse materials, vividness of procedural instruction, and relevance to the target population. Other researchers suggest that video content specifically from Web 2.0 technology increases student engagement. However, faculty should be critical of the videos selected in order to ensure their relevance and learning potential.²⁶

3. Procedures of Youtube Channel English Learning

The English learning youtube channel vlog method developed by Aisyah Fatihatul Muniroh is where students study independently of one another, each student has equal opportunities to express their ideas and concerns with equal student participants. This is one type of e-learning method.

1. The teacher distributes questions to each student.
2. Delivering subject matter, the teacher's presentation of the material is replaced by presenting the media in the form of learning vlog. When finished, give each group the opportunity to complete their task.
3. Ask each group to convey the results of their assignment. Learning ends with conveying various key words or concepts that have been developed by students. In the Listening class method, each group has its own role.²⁷

²⁶Bethany K.B. Fleck ,YouTube in the Classroom,The Journal of Effective Teaching,2014:23

²⁷Aisyah Fatihatul Muniroh,Procedures of vlog youtube channel,2013

C. Review of Previous Studies

Researchers have previously conducted research on:

First with the research title, Optimizing the use of youtube channel to improve students' speaking ability during online learning. This study shows that the youtube channel as english learning material improves students' speaking abilities including fluency, vocabulary, pronunciation, grammar, and content. therefore, it can be concluded that optimizing the youtube channel can improve students' speaking skills during online learning.²⁸

The second is the research title, The sociolinguistics study on the use of code mixing in Gita Savitri Devi youtube channel videos. this study research focused on code-mixing appears in Gita Savitri Devis's YouTube video channels. This research aims to find out the types of code-mixing that emerge in Gita Savitri Devi's youtube video.²⁹

The third is with the research title, Teaching english through youtube grammar video analysis of three youtube brazilian channel dedicated to teaching efl. This research study was to analyze the grammar lessons of three brazilian youtube channels english as a foreign language. It compares the approaches used by each teacher in the videos and investigate whether the lessons approach the explanation of meaning, use, and grammatical form. It

²⁸ Despita Satya Negara, Optimizing the use of youtube channel to improve students' speaking ability during online learning Journal of English Education,2021

²⁹ Zul Astri, The sociolinguistics study on the use of code mixing in Gita Savitri Devi youtube channel videos,ejournals-umma,2020

also aims to find out if the lesson is out of date regarding the online learning environment.³⁰

Fourth with the research title, The effectiveness of using the youtube channel on improve students' vocabulary mastery in madrasah tsanawiyah miftahul huda. This research study aims to test the increase in understanding of vocabulary from english as a foreign language students at MTS Miftahul Huda use youtube. study too trying to investigate students' perceptions of the integration of youtube videos in improve students' vocabulary mastery.³¹

Fifth with the research title, The effect of the youtube channel Ania and elsia on second language acquisition early children. this research study tries to reveal the influence of youtube kids on second language acquisition. the study of first and second language acquisition material is in the field of psycholinguistics studies.³²

Sixth with the research title, Developing supplementary sociolinguistic material in youtube channel to stimulate the students' critical thinking in hybrid class. this research study it was discovered that most of the learner lacked motivation to understand the core book of sociolinguistics. then, the lecturer should be creative in hybrid class. because of this situation the

³⁰ Aline Fay de Azevedo, Teaching english through youtube grammar video analysis of three youtube brazilian channel dedicated to teaching efl,journal-uniku,2019

³¹ Andri Maulana, The effectiveness of using the youtube channel on improve students' vocabulary mastery in madrasah tsanawiyah miftahul huda, Journal of Social Studies,2023

³²Wuriy Handayani, The effect of the YouTube channel Ania and Elsia on second language acquisition early children,ejournal,2021

researcher design the hybrid learning process toward the youtube channel to solve the students' problems.³³

As explained above, there are many studies that explain the use of Youtube channel vlogs on vocabulary, psycholinguistics, sociolinguistics, grammar and other skills. However, in contrast to this study, the researcher wanted to find out whether the use of the Youtube channel vlog could improve students' listening comprehension. In previous studies, the method used in this study used classroom action research, while here the researcher used a quasi-experimental. method. Using this method was help students remember the words of knowledge from previously studied material. In this learning process, students try to recall memories of knowledge. The process of remembering word searches was cause knowledge information to be stored more firmly in his mind. This activity causes knowledge to be stored in long-term memory. In this case, researchers are involved in conducting research. about the use of YouTube channel vlogs in students' English listening comprehension.

³³ Caltira Rosiana, Developing supplementary sociolinguistic material in youtube channel to stimulate the students' critical thinking in hybrid class,journal of english education,:2022

The difference in research that is relevant to this research is that this research wants to know about vlogs on students' speaking, sociolinguistic and vocabulary skills. Whereas in this research the researcher wanted to develop the effect of using media youtube channel english learning vlog towards students' listening comprehension, so there are several studies above which used the classroom action research method, while this research used the experimental method.

CHAPTER III

METHODOLOGY OF THE RESEARCH

A. Kind of the Research

There are many natural social settings in which the research person can introduce something like experimental design into his scheduling of data collection procedures (the when and to whom of measurement), even though he lacks the full control over the scheduling of experimental stimuli (the when and to whom of exposure and the ability to randomize exposures) which makes a true experiment possible. Collectively, such situations can be regarded as quasi-experimental designs. One purpose of this chapter is to encourage the utilization of such quasi-experiments and to increase awareness of the kinds of settings in which opportunities to employ them occur. But just because full experimental control is lacking, it becomes imperative that the researcher be thoroughly aware of which specific variables his particular design fails to control.³⁴

³⁴ Donald T. Campbell And , Experimental and quasi-experiment al design for research,1966,P.34

Table 3.1

Table Of Class

Class	Pre-test	Treatment	Post-test
Experimental class	X1	X1	X2
Control class	Y1	Y	Y2

X: Using vlog english learning youtube channel

Y: Using conventional media

B. Population and Sample

1. Population

Population is the group on which the study outcome would be extrapolated.³⁵

The target population of this study were class X students at SMKS Muhammadiyah in Lebong Utara for the 2022/2023 academic year. The reason the researcher chose class X students was because they were more specific to study as long as they had material about listening. Can be seen in the table below:

³⁵ Rakesh Garg, Study population, 2016, P.6

Table 3.2

The Number of Population

No	Class	Total
1.	X Ac/ Accountancy	25
2.	X Op 1/ Office administration 1	25
3.	X Op 2/ Office administration 2	15
Total population		65

2. Homegenous Sampling

Homogeneous sampling involves, choosing participants with similar experience, perspective, and outlook. All students of class X students at SMKS Muhammadiyah in Lebong Utara for the 2022/2023 academic year who were involved in this research and were tested with listening audio to ensure that all of students have an equal ability. Thus, the had colleted the data of score for each class.

Table 3.3

Students Score In Homogeneity

No	Class	Score
1.	X Ac/ Accountancy	75,20
2.	X Op 1/ Office administration 1	73,16
3.	X Op 2/ Office administration 2	62,55

Based on the table above, the average values of class X Ac and X Op 1 are shown. The table shows that class X Ac and X Op 1 are the most suitable class which can be classified into the level of homogeneity. Based on the results of the midterm test conducted in three classes by the English teacher in the listening test, the results obtained were two homogeneous classes, namely Class X Ac and X Op 1. Therefore, the whole group sample was used in this study. Where the intact group is the statistical group comparison design. Where the class to be compared is class X Op 1 as the control class and class X Op 1 as the experimental class.

3. Sample

After the researcher collecting the data of students' score in homogeneity, The researcher got samples X Accountancy and X Office administration 1 based on the two classes that had almost the equal score on the previous homogeneity test. The number of sample could be seen table below:

Table 3.4
The Number of Sample

Class	Male	Female	Total
Experimental Class (X Accountancy)	10	15	25
Control Class (X Office administration 1)	17	8	25
Total Sample			50

C. Technique of Collecting the Data

Based on all the explanations, the researcher concluded that the data collection process was carried out by assessing students' listening comprehension as pre-test and post-test scores. The assessment was carried out by researchers in examining student scores at SMKS 6 Muhammadiyah Lebong Utara based on listening comprehension.

1. Pre-test

Pre-test is a type of test used in this study to determine students' ability to improve students' listening comprehension before treatment by using media youtube channel English learning vlogs or conventional media in English learning. Pre-test was given to students in both the experimental class and the control class students. The pre-test is a listening comprehension test that is expressed by their students individually. Researchers carry out tests and students have to do listening skill in

imitation using the effect youtube channel create, accept and reject and accept and reject listening comprehension methods.

2. Treatment of teaching

The experimental and control class are frequently paired together for treatment, which is a special situation. In this study X AC acted as the experimental class and X OP 1 as the control class. The researcher went through the process six. This is how the therapeutic schedule:

Table 3.3

List Of Schedule In Control Class

Meeting	Control class	Date
1.	Pre-test	19 May 2023
2.	Conventional Media	22 May 2023
3.	Conventional Media	24 May 2023
4.	Conventional Media	26 May 2023
5.	Conventional Media	29 May 2023
6.	Conventional Media	31 May 2023
7.	Conventional Media	3 June 2023
8.	Post-test	5 June 2023

Table 3.4

List Of Schedule In Experimental Class

Meeting	Experimental class	Date
1.	Pre-test	20 May 2023
2.	Using youtube channel english learning video	23 May 2023
3.	Using youtube channel english learning video	25 May 2023
4.	Using youtube channel english learning video	27 May 2023
5.	Using youtube channel english learning video	30 May 2023
6.	Using youtube channel english learning video	5 June 2023
7.	Using youtube channel english learning video	6 June 2023
8.	Post-test	7 June 2023

3. Post-test

Post-test were given to find out whether there is a difference between the results of the study before and after the treatment. The post-test was be given after completion of treatment for the experimental and control classes. This is done to determine the effect of the english learning

vlog on the youtube channel and to determine the improvement of students' ability in english listening skill after treatment. students have to do their listening comprehension in imitation using media youtube channel create application. Accept and reject and accept and reject the listening comprehension.

D. Instrument of the research

The instrument is in the form of essay questions. and its acoustic properties are a medium between player action and sound. The goal is to make research systematic and easy. In this instrument, there are two steps that researchers use in collecting data, namely pre-test and post-test. In the pre-test the researcher was gave instructions to students to describe the place and answer briefly. Each student was answer and describe a different place. This test is a listening skill essay test. This test was carried out before the class was given treatment. Students are given 15 minutes to briefly describe the place in answering the questions.

While the post-test is an essay test given by the researcher after being given treatment. This essay test is a listening comprehension test. In the post-test the researcher gave instructions to students to describe the place briefly with an allotted time of 15 minutes.

Table 3.5

Instrument Of The Research

Instrument of the test	
Pre-test	Explain in listening what answers you heard in the youtube channel english learning vlog about where you have 15 minutes to prepare a description listening your answers. The researcher was direct you one by one to describe the place in the vlog.
Post-test	Explain in listening about a descriptive text about a place, you have 15 minutes to prepare your lisen description. The researcher was call you one by one to explain your answers after listening to the listening comprehension questions in the class.
Media	Listening test essay
Allocation	15 Minutes

E. Expert validation

Researchers need results to be varied by experts. Authority in the listening field provides the validator professional validation. The researcher gave the formal validator a listening test. There are several things stated in the professional validation form related to the appropriateness of the indications, the language used in the test, and the correctness of the test.

1. Try out of the test

The purpose of this test is to produce the necessary ones which are considered objectively valid. The instrument was tried out before being used in research. Therefore this instrument was tested on students of class X Op 2 SMKS 6 Muhammadiyah Muara Aman, North Lebong Regency.

2. Analyzing of the text validity

In the process of analyzing, the researcher uses an analysis score to provide an assessment of the listening test conducted by the students. the researcher adopted the listening test research rubric from Agustina the following scale to assess students' listening test.

Table 3.6

The Scale To Assess Students' Listening Test

Categories	Score	Criteria
Identify the topic	5 (95-100)	The student identify the topic is almost perfect.
	4(85-94)	Identify the topic students have some mistakes.
	3 (75-84)	Identify the topic students have errors.
	2 (65-74)	Students' understanding of identify the topic has many errors.
	1 (below 65)	Identify the topic students have too many mistakes.
Identify the main idea	5 (95-100)	The student identify the main idea is almost perfect.
	4 (85-94)	Identify the main idea students have some mistakes.
	3 (75-84)	Identify the main idea students have errors.
	2 (65-74)	Students' understanding of identify the main idea has many errors.
	1 (below 65)	Identify the main idea

		students have too many mistakes.
Identify the details	5 (95-100)	The student identify the details is almost perfect.
	4(85-94)	Identify the details students have some mistakes.
	3 (75-84)	Identify the details students have errors.
	2 (65-74)	Students' understanding of identify the details has many errors.
	1 (below 65)	Identify the details students have too many mistakes.

As can be seen from table 3.6 above, according to Agustina, the score for the achievement of listening comprehension test scores for Class X Op 1 and X Ac students in answering some questions on the listening comprehension essay test..³⁶

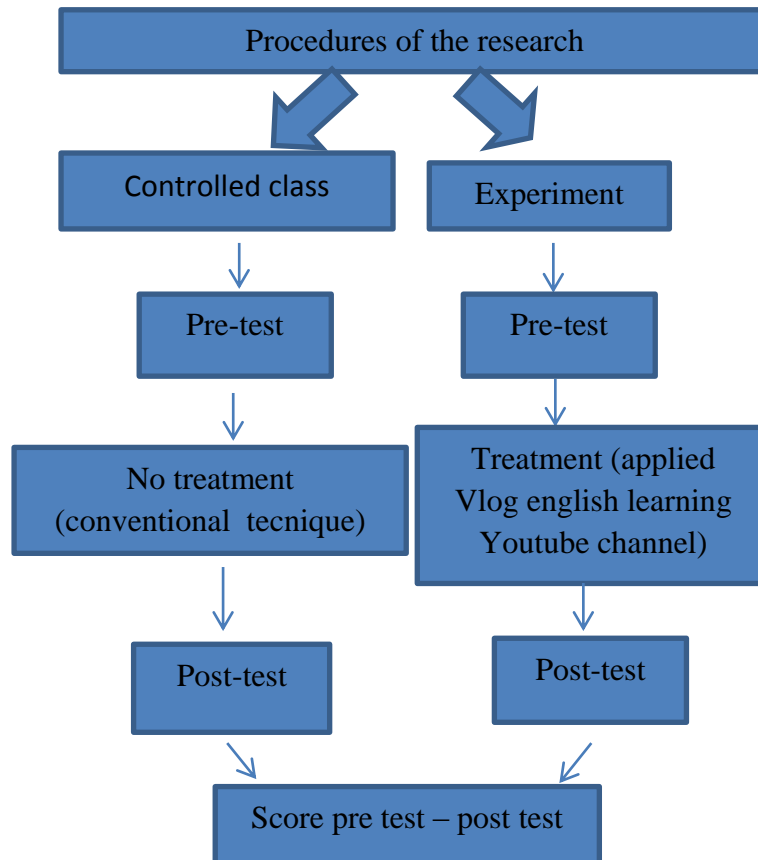
3. Procedures of the research

In the structure below, you can see how the research was carried out both in the experimental group and the control group to obtain data which can be seen in the table below:

³⁶ Agustina, J-SHMIC, Vol 5, No 1, 2018

Table 3.7

Procedures Of The Research



The diagram above explains how this research was carried out, including the procedures taken by the researcher to arrive at the final result. The processes in this research procedure which includes steps for both the experimental group and the control group can be seen below:

1. Procedures in the Control Group

In the control group, researchers used conventional techniques without treatment. The process is as follows for all materials:

A. Pre-teaching activities

- 1) The teacher greets the students.
- 2) The teacher checks the attendance list of students.
- 3) The material is chosen by the teacher.

B. Temporary activities

- 1) The teacher gives a topic about descriptive text about places.
- 2) The teacher introduces the subject matter in class based on the theme of the module.
- 3) The teacher gives the opportunity for students to ask about material if something is not understood.

C. Post-teaching activities

- 1) The teacher checks students' understanding
- 2) The teacher is given practice to review the material using his own language.

2. Procedures in the Experimental Group

Procedures for Giving Activities The approach used in this study to collect data in the experimental group class can be seen as follows:

A. Pre activities

- 1) The teacher greets the students.

2) The teacher checks the attendance list of students.

3) The teacher chooses the material.

B. Temporary activities

1) In the first ten minutes, researchers are presented and discussed

Using Youtube Channel English Learning.

2) The researcher asked the students to listen well by using a video on the YouTube channel application, then the students answered the essay test after the students had finished listening to the test in the video about descriptive text where.

C. Postal activities

1) Teachers and students come to conclusions about the teaching materials that have been discussed.

2) The teacher asks students about the difficulties they face when they speak and apply skills.

F. Validity And Reliability Testing

1. Validity Of The Test

Quasi-experiments are similar to randomized controlled trials in many ways, but there are many challenges in designing and conducting quasi-experiments when threats to internal validity are introduced in the absence of randomization. and outlines the design, measurement and

statistical issues that should be considered before undertaking a quasi-experimental evaluation. We discuss challenges to the internal validity of quasi-experimental designs, inclusion/exclusion criteria, definitions of treatment and control groups, and the five types of explanatory variables that must be classified prior to analysis. We discuss data collection and confidentiality, statistical power and end with the analytical issues to consider.

To decide if the tests used (pre-test and post-test) are legitimate. The legitimacy of a test is utilized by the specialist in light of the fact that a test is supposed to be substantial on the off chance that it precisely gauges what it is intended to quantify. In order to determine the test's validity, the researcher using SPSS v 26 for windows program, which is as follows:

Items	R-count	R-Table	Information
1	1,000	0,396	VALID
2	1,000	0,396	VALID
3	1,000	0,396	VALID
4	1,000	0,396	VALID
5	1,000	0,396	VALID
6	1,000	0,396	VALID
7	1,000	0,396	VALID
8	1,000	0,396	VALID

9	1,000	0,396	VALID
10	1,000	0,396	VALID
11	1,000	0,396	VALID
12	1,000	0,396	VALID
13	1,000	0,396	VALID
14	1,000	0,396	VALID
15	1,000	0,396	VALID

Based on the results of the variable validity test in table 3.8 on the appendix page, it shows that the variable test results are declared valid, because r-count 1 (1,000) and r-count 2 (1,000) are greater than r-table (1,000).

2. Reliability of the test

Reliability correction, raw change score analysis, and standard change score analysis. If assignment to treatment groups is based on pretest scores (very rare events), analysis of covariance is the appropriate mode of analysis. Selection based on a pretest true score requires a reliability correction procedure. Selection based on stable group differences and selection occurring halfway between the pre-test and post-test requires analysis of change scores.

In collecting data, reliability of test is necessary to be measured too. The pre-test and post-test are tested by reliability test. A good

instrument in collecting the data was be reliable. The reseacher using SPSS v.26 for windows program for collecting the data.

Table 3.8

The Result Of Reliability Test

Pre-test (item 1)

Reliability Statistics	
Cronbach's Alpha	N of Items
1,000	15

Post-test (item 2)

Reliability Statistics	
Cronbach's Alpha	N of Items
1,000	15

Items	The value	Informartion
1	1,000	RELIABILITY
2	1,000	RELIABILITY

In inputting data, if the value is greather than 0.100, then statement items can be relied on. Meanwhhile, if the value is less than 0.100, then the statement items cannot be relled upon.

Based on the reliability test in the table above, it shows that the value 1 (0.1000) and the value 2 (0.1000) are greater than 0.100. So it can be concluded that the test data is reliable.

G. Technique of Analysis Data

1. Normality

Normality tests that are used for assessing the assumption that a sample was drawn from a normally distributed population and compares their powers. The test of normality in this study was measured by using SPSS v.26 for windows program. It is used to know whether both variables X (independent variable) and Y (dependent variable) are normally distributed. The score in the test of normality must be higher than 0.05 to obtain the normal data.

2. Homogeneity Test

Homogeneity test was used to check whether the post test score of experimental and control group have similar variance or not. The test of homogeneity was conducted by using SPSS v. 26 for windows program. It is aimed to know the similarity of Y variable score that has been categorized to X variable score. The score of this test must be higher than 0.05 to obtain the homogeneous data.

3. T- Test

As stated before, the t-test is used to know the use of Media Youtube Channel English Learning Vlog. On the other hand, it is adopted from the score that has been acquired by conducting pre-test and post-test. By using t-test formula, the researcher calculates the students' post-test score from experimental and control group. The terms in using t-test should be in normal distribution and homogenous variants. There are two kind of t-test used in this research, paired sample t-test and independent sample t-test. Paired sample t-test is used to see the different between pre-test and post-test of a group. Independent sample t-test is used to see the different between experimental group and control group.

H. Statistical hypothesis

1. If the t-value is more than the value in the t-table ($t \text{ value} > t \text{ table}$), it means that H_{a1} is accepted and H_{01} is rejected. So, media youtube channel english learning vlog strategy enhances students listening comprehension.
2. In the other hand, if the t-value is less than the value in the t-table ($t \text{ value} < t \text{ table}$), it means that H_{01} is accepted and H_{a1} is rejected. Thus, media youtube channel english learning vlog strategy does not enhances students listening comprehension.
3. If the t-value is more than the value in the t-table ($t \text{ value} > t \text{ table}$), it means that H_{a2} is accepted and H_{02} is rejected. So, students who are taught through youtube channel english learning have better listening comprehension than those who are not taught media youtube channel english learning vlog strategy.
4. If the t-value is less than the value in the t-table ($t \text{ value} < t \text{ table}$), it means that H_{02} is accepted and H_{a2} is rejected. Thus, students who are not taught through youtube channel english learning strategy have better listening comprehension than those who are taught media youtube channel english learning vlog strategy.

CHAPTER IV

RESEARCH FINDING

A. FINDING

In this chapter the researcher answers the questions in the formulation of the problem. Researchers collected data using pre-test and post-test in control and experimental classes. The students' test results in the pre-test and post-test were assessed by the researcher. After the researcher got the data, the researcher used IBM SPSS v 26 to determine normality, homogeneity and t-test. In this study, research findings are presented in two forms. The first is descriptive analysis and the second is statistical analysis.

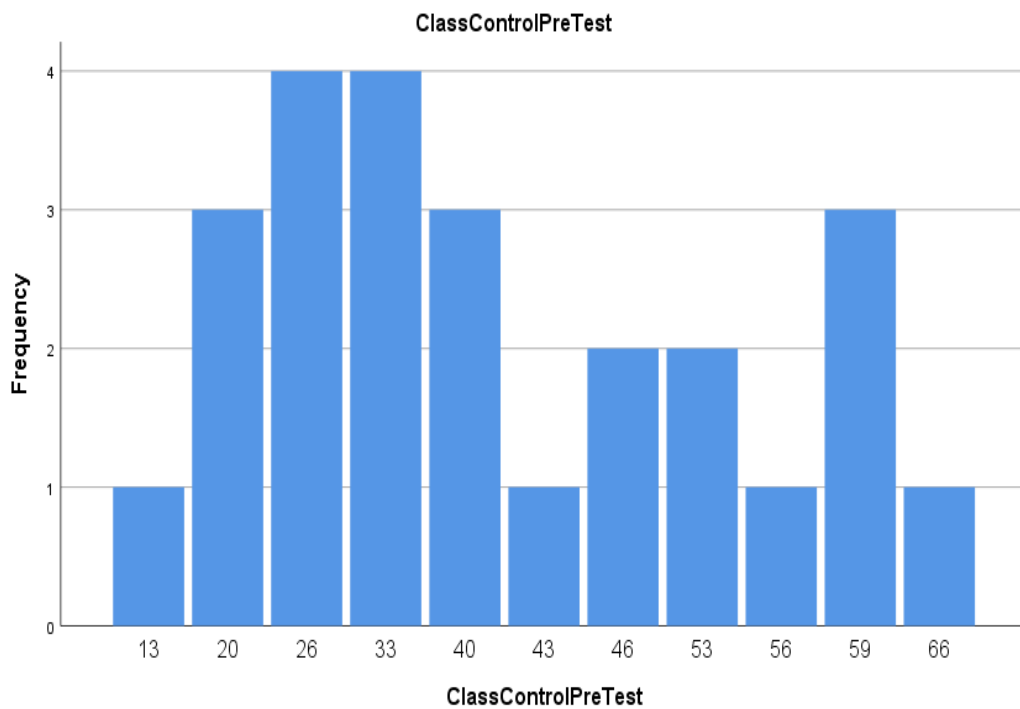
1. Students' Listening Skill in Control Class (Conventional Media)

a. The Result of Pre-test in Control Class

In this study, the control class, also known as class X Op 1, received conventional learning methods. The researcher gave pupil a pre-test to collect initial data before the English listening comprehension learning process began. The chart below shows the pre-test results obtained:

Chart 4.1

Result Of Pre-test In Control Class



Notes:

Vertical : The number of students

Horizontally : Students mean scores

Based on the chart above, it can be seen that from 25 students there was 15 students who got score in range (13-40) and 10 students got score in range (43-66). It can be seen that in pre-test control class there was 15 students who had listening comprehension categorized poor and only 10

students who had listening comprehension categorized fair. This statement proved that students' listening comprehension in control class was low.

Table 4.2

The Result Of Pre-Test on Control Class

Subject	Score
Student 1	13
Student 2	20
Student 3	20
Student 4	20
Student 5	26
Student 6	26
Student 7	26
Student 8	26
Student 9	33
Student 10	33
Student 11	33
Student 12	33
Student 13	40

Student 14	40
Student 15	40
Student 16	43
Student 17	46
Student 18	46
Student 19	53
Student 20	53
Student 21	56
Student 22	59
Student 23	59
Student 24	59
Student 25	66

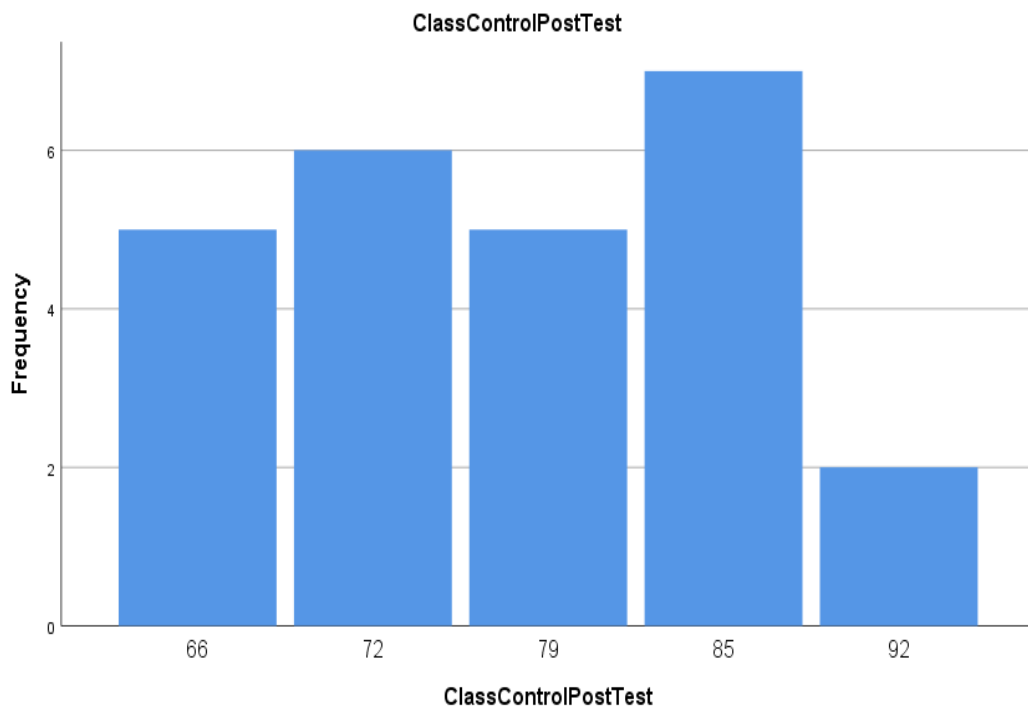
Based on the table above, where is the pre-test assessment of the control class, totaling 25 students.

b. The result of post-test in control class

The results of the post-test given to 25 students in the control class or X OP 1 were used to determine the state of the students listening comprehension after the conventional media was put into practice. The chart below allows you to view the results of the post-test in the control class.

Chart 4.3

Result Of Post-test In Control Class



Notes:

Vertical : The number of students

Horizontally : Students mean scores

Based on the chart above, it can be seen that from 25 students there was 10 students who got score in range (66-75) and 15 students got score in range (75-92). It can be concluded that in post-test control class there was 15 students who had listening comprehension categorized good and 10 students who had listening comprehension categorized fair. It can be concluded that there is towards students' listening comprehension in post-test however, students score in post-test control class did not show the

significant result compared to students score in post-test experimental class.

Table 4.4

The Result Of Post-Test on Control Class

Subject	Score
Student 1	66
Student 2	72
Student 3	72
Student 4	79
Student 5	85
Student 6	85
Student 7	92
Student 8	92
Student 9	85
Student 10	85

Student 11	79
Student 12	72
Student 13	66
Student 14	66
Student 15	85
Student 16	79
Student 17	72
Student 18	66
Student 19	85
Student 20	79
Student 21	72
Student 22	72
Student 23	79
Student 24	85
Student 25	66

Based on the table above, where is the post-test assessment of the control class, totaling 25 students.

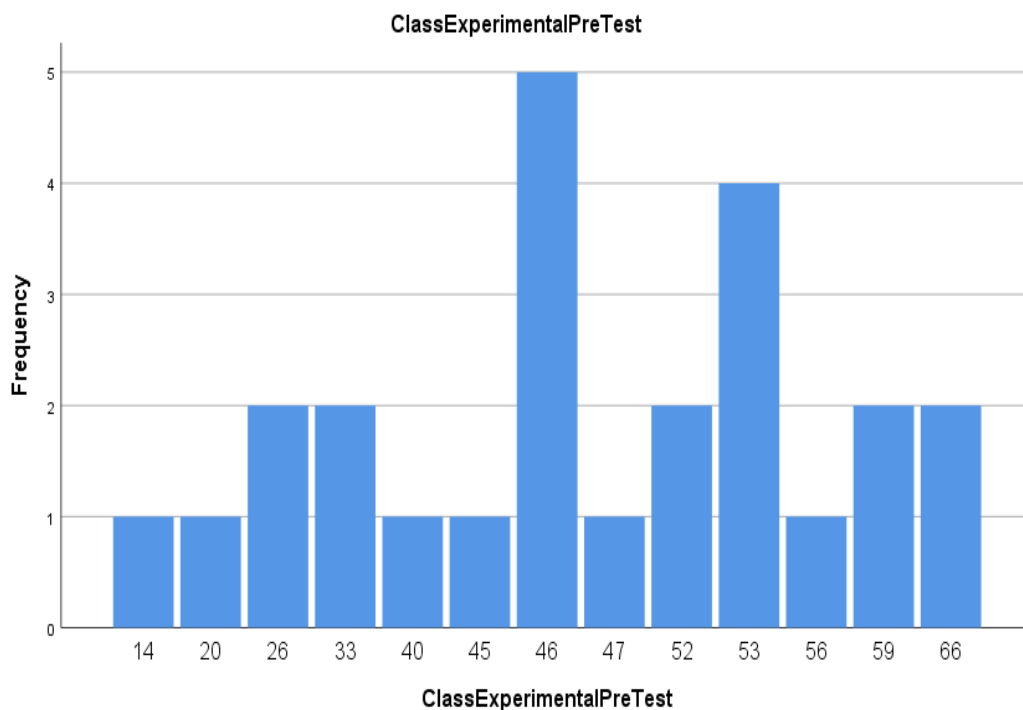
2. Students' Listening comprehension in Experimental class (Vlog English Learning Youtube Channel)

a. The result of pre-test in Experimental class

In this study, a teaching strategy known as pair-work strategy was used in the experimental class, or class X AC. The researcher provided students a pre-test of descriptive text material in order to gather the initial data before to the learning process. The table below shows the pre-test outcome that was determined:

Chart 4.5

Result Of Pre-test In Experiment Class



Notes:

Vertical : The number of students

Horizontally : Students mean scores

Based on the chart above, it can be seen that from 25 students there was 20 students who got score in range (14-55) and 2 students got score in range (66).it can be concluded that in pre-test experimental class there were only 2 students who had listening comprehension categorized fair and 20 students who had listening comprehension categorized poor. It means students listening comprehension still low.

Table 4.6

The Result Of Pre-Test on Experimental Class

Subject	Score
Student 1	14
Student 2	20
Student 3	26
Student 4	26
Student 5	33
Student 6	33
Student 7	40
Student 8	45
Student 9	46
Student 10	46
Student 11	46
Student 12	46
Student 13	46
Student 14	47
Student 15	52

Student 16	52
Student 17	53
Student 18	53
Student 19	53
Student 20	53
Student 21	56
Student 22	59
Student 23	59
Student 24	66
Student 25	66

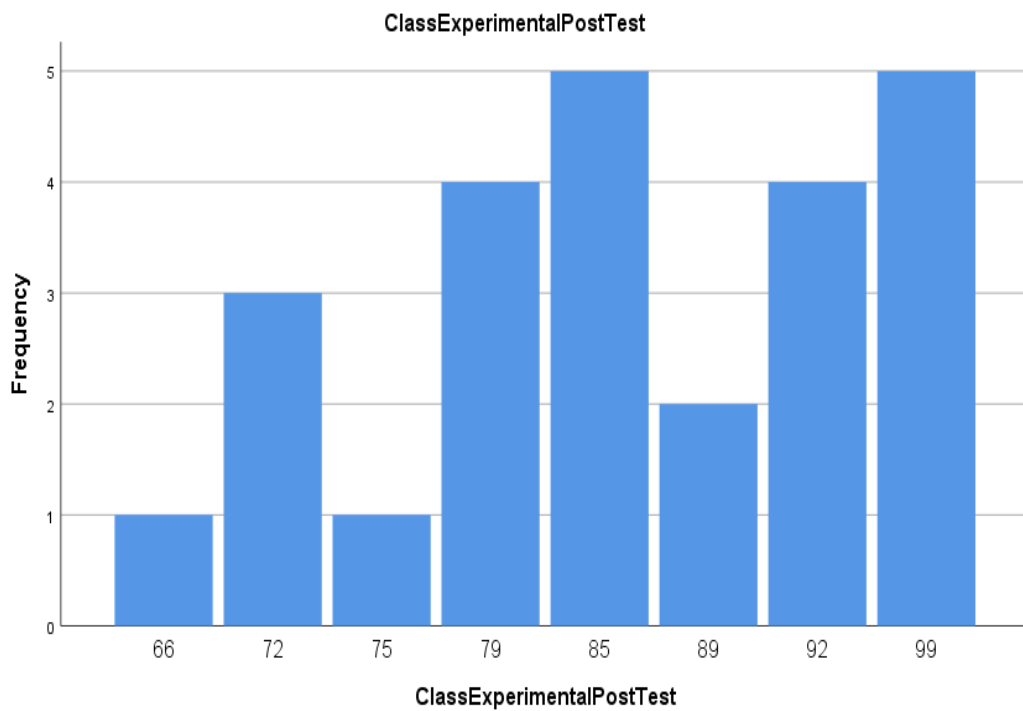
Based on the table above, where the pre-test assessment of the experimental class totaling 25 students.

b. The result of post-test in Experimental class

Following the implementation of the pair work strategy for teaching descriptive texts, the condition of students listening comprehension was assessed using the results of a post-test administered to 20 students in the experimental class or X AC. The chart bellow allows yo to view the results of the post-test in the experimental class:

Chart 4.7

Result Of Post-test In Experimental Class



Notes:

Vertical : The number of students

Horizontally : Students mean scores

Based on the chart above, it can be seen that from 19 students there was 2 students who got score in range (65-75) and 18 students got score in range (75-85). It can be concluded that in post-test experimental class there were 8 students who had listening comprehension categorized good and 2 students who had

listening comprehension categorized fair. Based on the statements above, it can be say that students listening comprehension was increased in post-test.

Table 4.8

The Result Of Post-Test on Experimental Class

Subject	Score
Student 1	82
Student 2	82
Student 3	75
Student 4	75
Student 5	75
Student 6	82
Student 7	85
Student 8	85
Student 9	85
Student 10	85
Student 11	85

Student 12	75
Student 13	75
Student 14	72
Student 15	85
Student 16	72
Student 17	75
Student 18	75
Student 19	82
Student 20	75
Student 21	72
Student 22	72
Student 23	72
Student 24	66
Student 25	75

Based on the table above, where is the post-test assessment of the experimental class totaling 25 students.

3. Statistical analysis

After being given the pre-test and post-test to the experimental and control classes, the results of both were given to the researcher to get a score. Then the score was tested again by the researcher using SPSS v 26. The following is the next test sequence.

a. Normality test

The normality test is used to determine whether the sample is normally distributed or not. The normality test was tested using the Kolmogorov-Smirnov SPSS v 26. If the significance results are greater than 0.05, the data is normally distributed. However, if the significance is less than 0.05, it means that the data is not normally distributed.

Table 4.9

Test of Normality

	Test of Normality			Test of Normality		
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
ClassControlPreTest	,131	25	,200 [*]	,955	25	,319
ClassControlPostTest	,183	25	,030	,901	25	,020
ClassExperimentalPreTest	,207	25	,007	,930	25	,085
ClassExperimentalPostTest	,117	25	,200 [*]	,937	25	,127

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

a. Lilliefors Significance Correction

Based on the table above was known that the significance value from each pre-test and post-test experimental class was higher than 0,05.

The sig/p-values on pre-test of experimental class was 0,07 and it was higher than 0,05 it means that the data is in normal distribution. The p-values on post-test experimental class was 0,200 and it was higher than 0,05 means that the data is in normal distribution. The significant value from each pre-test and post-test control class also higher than 0,05. The sig/p-values on pre-test of control class was 0,131 and it is higher than 0,05 it means that the data is in normal distribution. The p-values on post-test control class was 0,183 and it was higher than 0,05 means that the data is in normal distribution. It can be concluded that all of data from pre-test and post-test both experimental and control class is in normal distribution. Therefore, it means that the researcher can continue the pair simple t-test.

b. Paired Sample T-Test

Paired sample t-test was done to compare the two paired related class. In this test the sample used was same. However both of the samples were given different treatment. To calculate the data in this research, the researcher used SPSS v 26.

Table 4.10

Paired Sample T-Test

Paired Sample T-Test

	Mean	Std. Deviation	Paired Differences			t	df	Sig. (2-tailed)
			Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 ClassControlPreTest - ClassControlPostTest	-38,680	16,033	3,207	-45,298	-32,062	-12,063	24	,000
Pair 2 ClassExperimentalPreTest - ClassExperimentalPostTest	-40,120	19,626	3,925	-48,221	-32,019	-10,221	24	,000

It can be seen from the table above that score of sig (2-tailed) from pair 1 and pair 2 was 0,000 and it was smaller than 0,05 so it can be concluded that vlog youtube channel strategy enhances students' listening comprehension.

c. Homogeneity test

The homogeneity test was carried out in order to know whether the data were homogeneous or not. In calculating the homogeneity of the data, the researcher used SPSS v 26 if the result of homogeneity test was higher than criteria of test 0,05 it means the data were homogeneous.

Table 4.11

Test of Homogeneity

Test of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
Hasilkelascontrolexperiment alclass	Based on Mean	,351	1	48	,556
	Based on Median	,404	1	48	,528
	Based on Median and with adjusted df	,404	1	46,201	,528
	Based on trimmed mean	,368	1	48	,547

Based on the table above was known that the sig /p value from each data was higher than 0,05 it means that the data is homogeneity. Since the data is proven normal and have distribute variance, then the researcher can conduct paired sample t-test and independent sample t-test.

d. Independent sample t-test

Independent sample t-test was used to compare two means unrelated class in order to know whether there was statical evidence that associated population means were significantly different. The researcher test the idenpendent sample t-test by using SPSS v 26.

Table 4.12

Independent Samples T-Test

Independent Samples T- Test

Levene's Test for Equality of Variances		t-test for Equality of Means						95% Confidence Interval of the Difference	
F	Sig.	t	df	Sig. (2- tailed)	Mean Difference	Std. Error Difference	Lower	Upper	
Hasilkelascontrolexperimen talclass	,351	,556	3,153	48	,003	8,120	2,576	2,941 13,299	

			3,153	46,776	,003	8,120	2,576	2,938	13,302
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It can be seen from the table above that the output of independent sample t-test showed that sig (2-tailed) is 0,03 and it was smaller than 0,05. From this.

3. Significant Effect Of Youtube Channel English Learning Vlog Towards Students' Listening Comprehension

Table 4.13

Descriptive Statistics

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Classcontrolpretest	25	13	66	38,76	14,867
Classcontrolposttest	25	66	92	77,44	8,337
Classexperimentalpretest	25	14	66	45,44	13,500
Classexperimentalposttest	25	66	99	85,56	9,815
Valid N (listwise)	25				

As the table 4.5 showed, the mean of post-test score of experimental class is 85,56 and mean of the post-test score of control class is 77,44 it can be seen that there is a little difference between mean of post-test experimental and post-test control.

Based on the explanation in previous analysis the result showed that Using media youtube channel english learning vlog. And there is significant difference between students who taught using vlog youtube channel and those who are not. It can be seen of the result mean score post-test of experimental class and control class. The mean score of experimental class higher than control class. The mean sore post-test in experimental class was 85,56, while control class was 77,44

From explanation above, it can be concluded that the using of youtube channel in teaching learning process is effective, especially in teaching listening. based on research finding in this research, it can be seen that there is any significant difference between students who taught by using youtube channel and those who are not. Thus, it can be concluded that youtube channel enhance the listening comprehension of students grade ten at SMKS 6 Muhammadiyah Lebong Utara.

The goal of this research were to find out whether Youtube Channel English Learning Vlog enhance students' Listening Comprehension or not those the significant different between student who were taught using Youtube Channel English Learning Vlog and those are not. Based on the explanation in previous analysis the result showed that Youtube Channel English Learning Vlog enhance students' Listening Comprehension and there is significant different between student who taught Youtube Channel English Learning Vlog and those who are not. It can be proved by the result of pre-test and post-test in both experimental and control class. However, before the researcher elaborated the result of the research the process would be discussed first in part.

In conducting this research, the first step was conducted pre-test by giving Listening Comprehension test. Pre-test was given to the 50 students' from experimental and control class to measure their ability before the researcher give them treatment by using Media Youtube Channel English Learning Vlog. After getting the result of pre-test the two

groups and given different treatment. The experimental class got a treatment by using Media Youtube Channel English Learning Vlog. Meanwhile in control class the students were taught by using the conventional media which the material and listen to the explaining by the researcher. The last step, the researcher conducted the post-test. The post test were in the form of listening comprehension test. The test was used to measure the students ability after they were given treatment, The post-test conduct in the last meeting.

Based on the analysis obtained from the students' post-test control the mean scores 77,44. While the mean score of the students' post-test experimental class is 85,66. It indicates that after giving treatment by Media Youtube Channel English Learning Vlog students' have better achievement.

The result showed that Media Youtube Channel English Learning Vlog enhance students' Listening Comprehension and there is significant different between the students' taught by Media Youtube Channel English Learning Vlog and those who taught by conventional study. This can be seen from the result of pre-test and post-test in both group. The mean score of pre-test in experimental class was 45,44 with minimum score was 14 and maximum score was 66. The mean score of post-test in experimental class was 85,56 with minimum score was 66 and maximum score was 99. Meanwhile, the mean score of pre-test of control class was 38,76 with minimum score was 13 and maximum score was 66 the mean score of

post-test in control class was 77,44 with minimum score was 66 and maximum score was 92. From the data explained before, it can be seen that students' score in experimental class is higher than students' control class. It means that Media Youtube Channel English Learning Vlog enhance students' Listening comprehension and there is significant difference between students who taught by using

conventional media. Based on the listening test assessment indicators, the pre-test of the control class students was weak on the listening comprehension indicator with a mean score of 24.8 and high on the listening comprehension indicator with a mean score of 88 and the experimental class students' pre-test was weak in "identify details" 32.4 and the high score of the listening comprehension indicator with a mean score of 96. In addition, the post-test of experimental class students was weak on the "identify the main idea" indicator from listening with a mean score of 65.28 and high on the "identify detail" listening comprehension with a mean score of 100. and the post-test control class is weak on the "Identify the main idea" indicator with a score of 53.28 and high on the "topic indicator" with a mean score of 92.

From the explanation above, it can be concluded that the using Media Youtube Channel English Learning Vlog in the teaching process is effective especially in teaching Listening Comprehension. Based on research finding in this research, it can be seen that there is any significant difference between students who taught by using Media English Learning

Vlog and those who are not. Thus, it can be concluded Media Youtube Channel English Learning Vlog enhance Listening comprehension of students' tenth grade at SMKS 6 Muhammadiyah Lebong Utara In academic year 2023.

B. Discussion

Research finding the students SMKS 6 Muhammadiyah Lebong Utara in control class and experimental class show the different Listening comprehension after the treatment, which is experimental class using Vlog English learning youtube channel and control class using conventional media. In this section, the findings are discussed more detailed based on the previous studies.

To figure out the listening skill of students at SMKS 6 Muhammadiyah Lebong Utara. researcher distributed essay, arrange the letters and complete the sentence to all students for the pre-test and post-test, the researcher used essay, arrange the letters and complete the sentence to 50 students of the tenth grade students at SMKS 6 Muhammadiyah Lebong Utara and researcher successfully collected and also got the result. The assess contains 15 statements and 3 indicator : Inditify the topic, Identify the main idea, Identify the detail.

a. Listening comprehension under the teaching by using youtube channel

In this research class X Ac is an experimental class that uses the youtube channel in improving listening comprehension as a treatment. From the research results obtained by researcher through data analysis, it shows that this use youtube channel has an enhances on students listening comprehension. It can be proved by the result of post test 85,66 mean score of experimental class higher than 77,44 mean score mean score of control class.

Besides that,there was an increase from the pre-test to the post-test scores in the experimental class after being given treatment. This is proven by the results of data from student tests that have been checked by researcher.

b. Listening comprehension towards students' by using conventional media

In this research class X OP 1 is a control class that uses the conventional strategies.this class is not given treatment. The result of the post-test show that 77,44 mean score of the control class is lower than 85,56 mean score of experimental class.

Although both classes post-test averages improved classes post-test averages improved, the experimental class outperformed the control class. Furthermore, after the pre-test, the researcher used vlog english learning

youtube channel technique to increase students' listening comprehension. Researcher used a level 0,05 in this study $T \text{ value} > T \text{ table}$ to is higher than t_t which the null hypothesis (H_0) was accepted which means there is significant effect of using media youtube channel english learning vlog towards students' listening comprehension. From the result researcher can prove that the use vlog english learning youtube channel is effective in increasing students' listening comprehension, it can be concluded with the statement below.

1. The teacher's teaching method is still conventional makes language learning be boring. Lack of the use of media in learning to make students become less active and creative. Reality what happened in the field, students listened teacher lectures on linguistic theory, incl listening. Error using method, can hinder the achievement of educational goals what is desired, in particular, is low the ability to listen to students in learning english. This is due to the inside process students are less involved in optimal situations for learning, learning tends to be centered in teacher and classical. In addition, less students trained to develop their abilities in language. From several learning methods, there are interesting learning methods and can lead to increased listening skills students, namely the learning method using English learning vlog media in the YouTube channel application. according to Nurhadi, learning to use media is a teaching system that fits inside that brain generate meaning by connecting academic content in the context of life students everyday. In this learning

students must be able to develop skills and understanding of English concepts for apply it in everyday life. English teaching has very broad goals, one goal is for students to have language skills with everyday life and apply it in English questions. Therefore the use of learning methods using English learning vlog media in the YouTube channel application is necessary given by the teacher in the learning process, so that achieve better learning outcomes.

2. In this research, based on according to Alwi as explained above, there are many studies that explain the use of YouTube channel vlogs on speaking, writing, reading, vocabulary, and other skills. However, in this study the researcher wanted to find out whether the use of the Youtube channel vlog could improve students' listening skills and in previous research the method used in this study used classroom action research, while here the researcher used a quasi-experiment. method. Using this method will help students remember the words of knowledge from previously studied material. In this learning process, students try to recall memories of knowledge. The process of remembering word searches will cause knowledge information to be stored more firmly in his mind. This activity causes knowledge to be stored in long-term memory. In this case, researchers are involved in conducting research. about the use of YouTube channel vlogs in students' English listening skills. It can be seen from the mean score of post-test of the control class and experimental class, which is control class (77,44) and experimental class (85,66). some relevant

studies also show the great result of using vlog english learning youtube channel in teaching.

The First, conducted by Rena Tristiana the effect of using the Youtube channel vlog on the speaking ability of Yaspi Labuhan Private Madrasah Aliyah class students Deli, in this case the researcher's research concluded that there was a significant influence in the use of the Youtube channel vlog media on the speaking ability of class XII students at the Yaspi Labuhan Private Madrasah Aliyah Deli.

Second, conducted by Kristian Victoria Ika. The results of the study show that the use of Youtube videos is capable improve students' writing skills which includes writing to organize their ideas, to use the right words in writing, write paragraphs using the correct grammar, and using mechanics in writing sentences for third semester students of English education english department at bosawa university. Similarly, this study found that the effect of using media youtube channel english learning vlog towards students' listening comprehension.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

1. Based on findings obtained by the reseacher it can be concluded that the vlog english learning can enhance students' listening comprehension,it can be seen from the finding and discussion before

2. Based on the results obtained by reseacher it was found that students scores in the control class using convention media were lower than the experimental class.

3. From explanation above,it can be concluded that the using of youtube channel in teaching learning process is effective, especially in teaching listening.based on research finding in this research,it can be seen that there is any significant difference between students who taught by using youtube channel and those who are not. Thus, it can be concluded that youtube channel enhance the listening comprehension of students grade ten at SMKS 6 Muhammadiyah Lebong Utara.

The are some limitation to this reseach first,the lack of participation from resecher conducted the researcher second, the limited of time is very short in research.

B. Suggestion

Based on the findings and discussion put forward in the previous chapter, several suggestions are given to participants who are close to this research. They are presented as follows:

1. For English teachers

To consider the needs and interests of students before designing listening materials. It is important for the teacher to use various activities according to the needs of students because it can reduce students' boredom and boredom during the teaching and learning process. The right English teacher can consider the effect of using media youtube channel English learning vlog as one of the activities in teaching listening comprehension.

2. For students

By using the youtube channel English learning vlog, students have the opportunity to listen to English well and focus on sharing their ideas.

3. For other researchers

The weakness of this research is the limited time in implementing the action. Other researchers who are interested in the same field are advised to carry out actions in a longer period of time to get maximum results so that improvements was be seen more significantly.

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APPENDIX 1



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI CURUP
FAKULTAS TARBIYAH

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Nomor : 364 Tahun. 2023

Tentang
PENUNJUKAN PEMBIMBING I DAN 2 DALAM PENULISAN SKRIPSI
INSTITUT AGAMA ISLAM NEGERI CURUP

- Menimbang** : a. Bahwa untuk kelancaran penulisan skripsi mahasiswa, perlu ditunjuk dosen Pembimbing I dan II yang bertanggung jawab dalam penyelesaian penulisan yang dimaksud ;
b. Bahwa saudara yang namanya tercantum dalam Surat Keputusan ini dipandang cakap dan mampu serta memenuhi syarat untuk disorahi tugas sebagai pembimbing I dan II ;
- Mengingat** : 1. Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional ;
2. Peraturan Presiden RI Nomor 24 Tahun 2018 tentang Institut Negeri Islam Curup;
3. Peraturan Menteri Agama RI Nomor : 30 Tahun 2018 tentang Organisasi dan Tata Kerja Institut Agama Islam Negeri Curup;
4. Keputusan Menteri Pendidikan Nasional RI Nomor 184/U/2001 tentang Pedoman Pengawasan Pengendalian dan Pembinaan Program Diploma, Sarjana dan Pascasarjana di Perguruan Tinggi;
5. Keputusan Menteri Agama RI Nomor 019558/B.II/3/2022, tanggal 18 April 2022 tentang Pengangkatan Rektor IAIN Curup Periode 2022 - 2026.
6. Keputusan Direktur Jenderal Pendidikan Islam Nomor : 3514 Tahun 2016 Tanggal 21 oktober 2016 tentang Izin Penyelenggaraan Program Studi pada Program Sarjana STAIN Curup
7. Keputusan Rektor IAIN Curup Nomor : 0317 tanggal 13 Mei 2022 tentang Pengangkatan Dekan Fakultas Tarbiyah Institut Agama Islam Negeri Curup.
- Memperhatikan** : 1. Surat Rekomendasi dari Ketua Prodi TBI Nomor :B.147/FT.5 /PP.00.9/03/2023
2. Berita Acara Seminar Proposal Pada Hari Selasa, 07 Maret 2023

MEMUTUSKAN :

Menetapkan

- Pertama** : 1. **Dr. Paldi Gusmuliana, M. Pd** 19840817 201503 1 004
2. **Jumatul Hidayah, M.Pd** 19780224 200212 2 002

Dosen Institut Agama Islam Negeri (IAIN) Curup masing-masing sebagai Pembimbing I dan II dalam penulisan skripsi mahasiswa :

N A M A : **Mesis Arianti**

N I M : **19551039**

JUDUL SKRIPSI : **The Use of Vlog English Learning Youtube Channel in Improving the Students' Listening Skill**

- Kedua** : Proses bimbingan dilakukan sebanyak 8 kali pembimbing I dan 8 kali pembimbing II dibuktikan dengan kartu bimbingan skripsi ;
- Ketiga** : Pembimbing I bertugas membimbing dan mengarahkan hal-hal yang berkaitan dengan substansi dan konten skripsi. Untuk pembimbing II bertugas dan mengarahkan dalam penggunaan bahasa dan metodologi penulisan ;
- Keempat** : Kepada masing-masing pembimbing diberi honorarium sesuai dengan peraturan yang berlaku ;
- Kelima** : Surat Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya ;
- Keenam** : Keputusan ini berlaku sejak ditetapkan dan berakhir setelah skripsi tersebut dinyatakan sah oleh IAIN Curup atau masa bimbingan telah mencapai 1 tahun sejak SK ini ditetapkan ;
- Ketujuh** : Apabila terdapat kekeliruan dalam surat keputusan ini, akan diperbaiki sebagaimana mestinya sesuai peraturan yang berlaku ;



- Tembusan :
1. Rektor
 2. Bendahara IAIN Curup,
 3. Kabag Akademik kemahasiswaan dan kerja sama,
 4. Mahasiswa yang bersangkutan.

APPENDIX 2



PEMERINTAH KABUPATEN LEBONG DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

Jalan Raya Muara Aman – Curup Kode Pos 39164
Email: dpmtspkablebong@gmail.com

REKOMENDASI

Nomor :070/040/DPMTSP-04/2023

TENTANG PENELITIAN

- Dasar :
1. Peraturan Bupati Lebong Nomor 60 Tahun 2017 tentang Pendelegasian Wewenang Penadatangan Perizinan Dan Non Perizinan Pemerintah Kabupaten Lebong Kepada Kepala Dinas Penanaman Modal Dan Pelayanan Terpadu Satu Pintu Kabupaten Lebong.
 2. Surat dari Dekan Fakultas Tarbiyah Institut Agama Islam Negeri Curup Nomor : 770/In.34/FT/PP.00.9/05/2023 Tanggal : 09 Mei 2023 Perihal Permohonan Izin Penelitian. Permohonan diterima di Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Lebong Tanggal 15 Mei 2023.

Nama Peneliti / NPM : Mesis Arianti / 19551039
Maksud : Melakukan Penelitian
Judul Penelitian : The Use Of Vlog English Learning Youtube Channel In Improving The Students' Listening Skill
Tempat Penelitian : SMKS 6 Muhammadiyah Lebong Utara
Waktu : 09 Mei s.d 09 Agustus 2023
Penanggung Jawab : Dekan Fakultas Tarbiyah Institut Agama Islam Negeri Curup

Dengan ini merekomendasikan Penelitian yang akan diadakan dengan ketentuan :

- a. Sebelum melakukan penelitian harus melapor kepada Dinas terkait.
- b. Harus menaati semua ketentuan Perundang-undangan yang berlaku.
- c. Selesai melakukan Penelitian agar melaporkan/menyampaikan hasil penelitian kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Lebong.
- d. Apabila masa berlaku Rekomendasi ini sudah berakhir, sedangkan pelaksanaan penelitian belum selesai, perpanjangan Rekomendasi penelitian harus diajukan kembali kepada instansi pemohon.
- e. Rekomendasi ini akan dicabut kembali dan dinyatakan tidak berlaku, apabila ternyata pemegang surat rekomendasi ini tidak menaati/mengindahkan ketentuan-ketentuan seperti tersebut diatas.

Demikian rekomendasi ini dikeluarkan untuk dapat dipergunakan sebagaimana mestinya.



Suka Marga, 15 Mei 2023
An, KEPALA
SEKRETARIS

SAPUTRA, SH
NIP.-196807102005021001

Tembusan disampaikan kepada Yth:

1. Kepala Kantor Kesatuan Bangsa dan Politik Kabupaten Lebong
2. Kepala Dinas Pendidikan dan Kebudayaan Kabupaten Lebong
3. Kepala Sekolah SMKS 6 Muhammadiyah Lebong Utara
4. Dekan Fakultas Tarbiyah Institut Agama Islam Negeri Curup
5. Yang Bersangkutan.

APPENDIX 3



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI CURUP
FAKULTAS TARBİYAH

Alamat : Jalan DR. A.K. Gani No 1 Kotak Pos 108 Curup-Bengkulu Telpn.(0732)21019
Fax.(0732) 21010 Homepage [http:// www.iaincurup.ac.id](http://www.iaincurup.ac.id) E-Mail : admin@iainCurupa.id

09 Mei 2023

Nomor : 770/In.34/FT/PP.00.9/05/2023
Lampiran : Proposal dan Instrumen
Hal : Permohonan Izin Penelitian

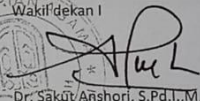
Kepada Yth. Kepala Dinas Penanaman Modal Dan
Pelayanan Terpadu Satu Pintu (PTSP)

Assalamualaikum Wr.Wb

Dalam rangka penyusunan skripsi S.1 pada Institut Agama Islam Negeri Curup :

Nama : Mesis Arianti
Nim : 19551039
Fakultas/Prodi : Tarbiyah/ TBI
Judul Skripsi : The Use Of Vlog English Learning Youtube Channel In Improving The
Students' Listening Skill
Waktu Penelitian : 09 Mei - 09 Agustus 2023
Tempat Penelitian : Smks 6 Muhammadiyah Lebong Utara

Mohon kiranya Bapak berkenan memberikan izin penelitian kepada mahasiswa yang bersangkutan.
Demikian atas kerja sama dan izinnnya diucapkan terima kasih

An-Dekan
Wakil Dekan I

Dr. Sakut Anshori, S.Pd.I., M, Hum
NIP.1981102 1200604 1 002

Tembusan disampaikan Kepada :

1. Rektor
2. Warek 1
3. Ka. Biro AUAK
4. Arsip

APPENDIX 4



**MAJELIS PENDIDIKAN DASAR DAN MENENGAH
PIMPINAN CABANG MUHAMMADIYAH MUARA AMAN
SMKS 6 MUHAMMADIYAH LEBONG UTARA**

Alamat : Jl. Kampung Jawa No. 123 Pasar Muara Aman Kec. Lebong Utara Kab. Lebong Telp. 082210373983
E-Mail : smks6lebongutara@gmail.com website: http://www.smks6ultre.sch.id

SURAT KETERANGAN SELESAI PENELITIAN
NOMOR : 649/III.4.AU/D/SMKS 6/2023

Berdasarkan Surat dari Dekan Fakultas Tarbiyah Institut Agama Islam Negeri Curup Nomor :
770/In.34/FT/PP.00.9/05/2023 tanggal 09 Mei 2023 Perihal Permohonan Izin Penelitian:

Nama : MESIS ARIANTI
NPM : 19551039
Program Studi : Tadris Bahasa Inggris
Fakultas : Fakultas Tarbiya IAIN Curup

Telah selesai melakukan penelitian di SMKS 6 Muhammadiyah Lebong Utara dengan judul
Penelitian “ The Use of Vlog English Learning Youtube Channel In Improving The
Students’ Listening Skill“


Demikianlah surat ini dibuat, dan semoga dapat dipergunakan sebagaimana mestinya. Atas
perhatiannya di ucapkan terima kasih.

Lebong, Agustus 2023
Kepala SMKS 6
Muara Aman Lebong Utara


MARTEN SCANDARYANTO R, M.Pd.
Penata/III c

NIP. 19770310 200904 1 001

APPENDIX 5




KARTU KONSULTASI PEMBIMBING SKRIPSI

NAMA : Messi Arianti
 NIM : 19551029
 FAKULTAS/ PRODI : Tarbiyah / Tadris bahasa Inggris

PEMBIMBING I : Dr. Paldi Gusmuliana, Mpd
 PEMBIMBING II : Jumatul Hidayah, Mpd
 JUDUL SKRIPSI : The use of Vlog English Learning Youtube Channel in Improving The Students' Listening Skill

* Kartu konsultasi ini harap dibawa pada setiap konsultasi dengan pembimbing 1 atau pembimbing 2;
 * Dianjurkan kepada mahasiswa yang menulis skripsi untuk berkonsultasi sebanyak mungkin dengan pembimbing 1 minimal 2 (dua) kali, dan konsultasi pembimbing 2 minimal 5 (lima) kali dibuktikan dengan kolom yang di sediakan;
 * Agar ada waktu cukup untuk perbaikan skripsi sebelum diajukan diharapkan agar konsultasi terakhir dengan pembimbing dilakukan paling lambat sebelum ujian skripsi.



KARTU KONSULTASI PEMBIMBING SKRIPSI

NAMA : Messi Arianti
 NIM : 19551029
 FAKULTAS/ PRODI : Tarbiyah / Tadris bahasa Inggris

PEMBIMBING I : Dr. Paldi Gusmuliana, Mpd
 PEMBIMBING II : Jumatul Hidayah, Mpd
 JUDUL SKRIPSI : The use of Vlog English Learning Youtube Channel in Improving The Students' Listening Skill

Kami berpendapat bahwa skripsi ini sudah dapat diajukan untuk ujian skripsi IAIN Curup.

Pembimbing I : Dr. Paldi Gusmuliana, Mpd
 NIP. 68408172015011004

Pembimbing II : Jumatul Hidayah, Mpd
 NIP. 19780242007120000

IAIN CURUP				
NO	TANGGAL	Hal-hal yang Dibicarakan	Paraf Pembimbing I	Paraf Mahasiswa
1	5/Des/2023	Bab 1. research gap	<i>[Signature]</i>	<i>[Signature]</i>
2	6/Des/2023	Bab 2. Procedure mengajar	<i>[Signature]</i>	<i>[Signature]</i>
3	8/Des/2023	Bab 1-3. fabric, procedure research	<i>[Signature]</i>	<i>[Signature]</i>
4	12/Des/2023	instrumen	<i>[Signature]</i>	<i>[Signature]</i>
5	11/Jan/2024	Bab 1-4	<i>[Signature]</i>	<i>[Signature]</i>
6	14/Jan/2024	Bab 1-4	<i>[Signature]</i>	<i>[Signature]</i>
7	19/Jan/2024	Bab 1-5	<i>[Signature]</i>	<i>[Signature]</i>
8	20/Jan/2024	Bab 1-5	<i>[Signature]</i>	<i>[Signature]</i>

IAIN CURUP				
NO	TANGGAL	Hal-hal yang Dibicarakan	Paraf Pembimbing II	Paraf Mahasiswa
1	9/Des/2023	Bab 1. background, research question	<i>[Signature]</i>	<i>[Signature]</i>
2	15/Des/2023	Bab 2. Teori, prosedur mengajar	<i>[Signature]</i>	<i>[Signature]</i>
3	16/Des/2023	Bab 1-3 Perumusan masalah	<i>[Signature]</i>	<i>[Signature]</i>
4	13/Des/2023	Instrumen	<i>[Signature]</i>	<i>[Signature]</i>
5	19/Des/2023	Bab 1-5	<i>[Signature]</i>	<i>[Signature]</i>
6	15/Jan/2024	Bab 1-5	<i>[Signature]</i>	<i>[Signature]</i>
7	19/Jan/2024	Bab 1-5	<i>[Signature]</i>	<i>[Signature]</i>
8	20/Jan/2024	Bab 1-5	<i>[Signature]</i>	<i>[Signature]</i>

APPENDIX 6

STATISTIC DATA ANALYSIS

The Score of students' Pre-Test and Post-Test in Control and Experimental Class

No	Subject	Control Class		Experiment Class	
1	Student 1	13	66	14	66
2	Student 2	20	66	20	72
3	Student 3	20	66	26	72
4	Student 4	20	66	26	72
5	Student 5	26	66	33	75
6	Student 6	26	72	33	79
7	Student 7	26	72	40	79
8	Student 8	26	72	45	79
9	Student 9	33	72	46	79
10	Student 10	33	72	46	85
11	Student 11	33	72	46	85
12	Student 12	33	79	46	85
13	Student 13	40	79	46	85
14	Student 14	40	79	47	85
15	Student 15	40	79	52	89
16	Student 16	43	79	52	89
17	Student 17	46	85	53	92
18	Student 18	46	85	53	92
19	Student 19	53	85	53	92
20	Student 20	53	85	53	92
21	Student 21	56	85	56	99
22	Student 22	59	85	59	99
23	Student 23	59	85	59	99
24	Student 24	59	92	66	99
25	Student 25	66	92	66	99
Total		969	1.936	1.136	2.139
Average		38,76	77,44	45,44	85,56
Max		66	92	66	99
Min		13	66	14	66

APPENDIX 7

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP Control Class)

Sekolah : Smks 6 Muhammadiyah Lebong Utara

Kelas/Semester : X Op 1 / 1

Jenis teks : Descriptive text

Tema : The Eiffel Tower

Aspek/Skill : Listening comprehension

Alokasi Waktu : 120 menit (Pertemuan 1)

Tahun Pelajaran : 2023

Standar Kompetensi : 5.3 Memahami makna dalam teks audio visual dan esei pendek sederhana yang berbentuk descriptive dan yang berkaitan dengan lingkungan terdekat.

Kompetensi Dasar :5.3 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.

1. Tujuan Pembelajaran

Pada akhir pembelajaran, diharapkan siswa:

d. Dapat mengetahui konsep teks descriptive dan struktur teksnya. e. Dapat memahami isi teks descriptive dengan baik.

Karakter siswa yang diharapkan : Berani (courage)

Rasa hormat dan perhatian (respect) Tekun (diligence)

Tanggungjawab (responsibility)

2. Materi Pembelajaran

Descriptive Text:

1. The Eiffel Tower is situated on the Champ de Mars in Paris. Inherent 1889, it has get to be both a worldwide symbol of France and a standout amongst the most conspicuous building on the planet. The tower is the most astounding building in Paris and the most-went by landmark on the planet a huge number of individuals visit it consistently. The specialist Gustave Eiffel thought of his name for this tower. The tower was constructed as the passage curve to the 1889 World's Fair.

3. Metode Pembelajaran: Audio visual method

4. Langkah-langkah Kegiatan

A. Kegiatan Pendahuluan

Apersepsi :

- Salam dan berdo'a
- Memeriksa daftar hadir

Motivasi :

Menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasai siswa.

B. Kegiatan Inti Eksplorasi

Dalam kegiatan eksplorasi, guru:

- Memfasilitasi terjadinya interaksi antarpeserta didik serta antara peserta didik dengan guru, lingkungan, dan sumber belajar lainnya.
- Melibatkan peserta didik secara aktif dalam setiap kegiatan pembelajaran.
- Menjawab pertanyaan berdasarkan informasi dalam bacaan.

Elaborasi

- Memfasilitasi peserta didik berkompetisi secara sehat untuk meningkatkan prestasi belajar.
- Memfasilitasi peserta didik melakukan kegiatan yang menumbuhkan kebanggaan dan rasa percaya diri peserta didik dengan bertanggung jawab.

Konfirmasi

Dalam kegiatan konfirmasi, guru:

- Memberikan kesempatan kepada siswa untuk menanyakan hal-hal yang kurang dimengerti selama proses pembelajaran.
- Memberikan motivasi kepada peserta didik yang kurang atau belum berpartisipasi aktif.

C. Kegiatan Penutup

Dalam kegiatan penutup, guru:

- Melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram;
- Menyampaikan rencana pembelajaran pada pertemuan berikutnya.

5. Sumber Pembelajaran

- a. Buku paket bahasa Inggris Forward an english course for vocation school students grade X,Penerbit Erlangga k13
- b. Buku teks yang relevan

6. Penilaian

a. Indikator penilaian:

- Siswa mampu memahami informasi yang tersurat pada descriptive text yang diberikan.
- Siswa mampu memahami informasi yang tersirat pada descriptive text yang diberikan.

**Mengetahui,
Guru Mapel Bahasa
Inggris**

**Mengetahui Kepala SMKS 6
MUHAMMADIYAH LEBONG
UTARA**

Mahasiswa,

**Sir. Deltano,S.Pd.
NIP.197811152010011011**

**Marten Scandaryanto R,M.Pd.
NIP.197703102009041001**

**Mesis Arianti
NIM.19551039**

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP Control Class)

Sekolah : Smks 6 Muhammadiyah Lebong Utara

Kelas/Semester : X Op 1 / 1

Jenis teks : Descriptive text

Tema : Tanjung Setia Beach

Aspek/Skill : Listening comprehension

Alokasi Waktu : 120 menit (Pertemuan 2)

Tahun Pelajaran : 2023

Standar Kompetensi : 5.3 Memahami makna dalam teks audio visual dan esei pendek sederhana yang berbentuk descriptive dan yang berkaitan dengan lingkungan terdekat.

Kompetensi Dasar :5.3 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.

1. Tujuan Pembelajaran

Pada akhir pembelajaran, diharapkan siswa:

d. Dapat mengetahui konsep teks descriptive dan struktur teksnya. e. Dapat memahami isi teks descriptive dengan baik.

Karakter siswa yang diharapkan : Berani (courage)

Rasa hormat dan perhatian (respect) Tekun (diligence)

Tanggungjawab (responsibility)

2. Materi Pembelajaran

Descriptive Text:

1. The shoreline is most likely not mainstream in light of the fact that it is put in a disconnected locale in Lampung , however the wave on the shoreline in Tanjung Setia are alluded as one of the most astounding waves on the planet by worldwide surfers. You ought to realize that the wave on this shoreline is equivalent with the waves in Hawaii.

3. Metode Pembelajaran: Audio visual method

4. Langkah-langkah Kegiatan

A. Kegiatan Pendahuluan

Apersepsi :

- Salam dan berdoa'a
- Memeriksa daftar hadir

Motivasi :

Menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasai siswa.

B. Kegiatan Inti Eksplorasi

Dalam kegiatan eksplorasi, guru:

- Memfasilitasi terjadinya interaksi antarpeserta didik serta antara peserta didik dengan guru, lingkungan, dan sumber belajar lainnya.
- Melibatkan peserta didik secara aktif dalam setiap kegiatan pembelajaran.
- Menjawab pertanyaan berdasarkan informasi dalam bacaan.

Elaborasi

- Memfasilitasi peserta didik berkompetisi secara sehat untuk meningkatkan prestasi belajar.
- Memfasilitasi peserta didik melakukan kegiatan yang menumbuhkan kebanggaan dan rasa percaya diri peserta didik dengan bertanggung jawab.

Konfirmasi

Dalam kegiatan konfirmasi, guru:

- Memberikan kesempatan kepada siswa untuk menanyakan hal-hal yang kurang dimengerti selama proses pembelajaran.
- Memberikan motivasi kepada peserta didik yang kurang atau belum berpartisipasi aktif.

C. Kegiatan Penutup

Dalam kegiatan penutup, guru:

- Melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram;
- Menyampaikan rencana pembelajaran pada pertemuan berikutnya.

5. Sumber Pembelajaran

- a. Buku paket bahasa Inggris Forward an english course for vocation school students grade X,Penerbit Erlangga k13
- b. Buku teks yang relevan

6. Penilaian

a. Indikator penilaian:

- Siswa mampu memahami informasi yang tersurat pada descriptive text yang diberikan.
- Siswa mampu memahami informasi yang tersirat pada descriptive text yang diberikan.

**Mengetahui,
Guru Mapel Bahasa
Inggris**

**Mengetahui Kepala SMKS 6
MUHAMMADIYAH LEBONG
UTARA**

Mahasiswa,

**Sir. Deltano,S.Pd.
NIP.197811152010011011**

**Marten Scandaryanto R,M.Pd.
NIP.197703102009041001**

**Mesis Arianti
NIM.19551039**

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP Control Class)

Sekolah : Smks 6 Muhammadiyah Lebong Utara

Kelas/Semester : X Op 1 / 1

Jenis teks : Descriptive text

Tema : Tanjung Setia Beach

Aspek/Skill : Listening comprehension

Alokasi Waktu : 120 menit (Pertemuan 2)

Tahun Pelajaran : 2023

Standar Kompetensi : 5.3 Memahami makna dalam teks audio visual dan esei pendek sederhana yang berbentuk **descriptive** dan yang berkaitan dengan lingkungan terdekat.

Kompetensi Dasar :5.3 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.

1. Tujuan Pembelajaran

Pada akhir pembelajaran, diharapkan siswa:

d. Dapat mengetahui konsep teks **descriptive** dan struktur teksnya. e. Dapat memahami isi teks **descriptive** dengan baik.

Karakter siswa yang diharapkan : Berani (courage)

Rasa hormat dan perhatian (**respect**) Tekun (**diligence**)

Tanggungjawab (responsibility)

2. Materi Pembelajaran

Descriptive Text:

1. The shoreline is most likely not mainstream in light of the fact that it is put in a disconnected locale in Lampung , however the wave on the shoreline in Tanjung Setia are alluded as one of the most astounding waves on the planet by worldwide surfers. You ought to realize that the wave on this shoreline is equivalent with the waves in Hawaii.

3. Metode Pembelajaran: Audio visual method

4. Langkah-langkah Kegiatan

A. Kegiatan Pendahuluan

Apersepsi :

- Salam dan berdo'a
- Memeriksa daftar hadir

Motivasi :

Menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasai siswa.

B. Kegiatan Inti Eksplorasi

Dalam kegiatan eksplorasi, guru:

- Memfasilitasi terjadinya interaksi antarpeserta didik serta antara peserta didik dengan guru, lingkungan, dan sumber belajar lainnya.
- Melibatkan peserta didik secara aktif dalam setiap kegiatan pembelajaran.
- Menjawab pertanyaan berdasarkan informasi dalam bacaan.

Elaborasi

- Memfasilitasi peserta didik berkompetisi secara sehat untuk meningkatkan prestasi belajar.
- Memfasilitasi peserta didik melakukan kegiatan yang menumbuhkan kebanggaan dan rasa percaya diri peserta didik dengan bertanggung jawab.

Konfirmasi

Dalam kegiatan konfirmasi, guru:

- Memberikan kesempatan kepada siswa untuk menanyakan hal-hal yang kurang dimengerti selama proses pembelajaran.
- Memberikan motivasi kepada peserta didik yang kurang atau belum berpartisipasi aktif.

C. Kegiatan Penutup

Dalam kegiatan penutup, guru:

- Melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram;
- Menyampaikan rencana pembelajaran pada pertemuan berikutnya.

5. Sumber Pembelajaran

- a. Buku paket bahasa Inggris Forward an english course for vocation school students grade X,Penerbit Erlangga k13
- b. Buku teks yang relevan

6. Penilaian

a. Indikator penilaian:

- Siswa mampu memahami informasi yang tersurat pada descriptive text yang diberikan.
- Siswa mampu memahami informasi yang tersirat pada descriptive text yang diberikan.

**Mengetahui,
Guru Mapel Bahasa
Inggris**

**Mengetahui Kepala SMKS 6
MUHAMMADIYAH LEBONG
UTARA**

Mahasiswa,

**Sir. Deltano,S.Pd.
NIP.197811152010011011**

**Marten Scandaryanto R,M.Pd.
NIP.197703102009041001**

**Mesis Arianti
NIM.19551039**

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP Control Class)

Sekolah : Smks 6 Muhammadiyah Lebong Utara

Kelas/Semester : X Op 1 / 1

Jenis teks : Descriptive text

Tema : Borobudur Temple

Aspek/Skill : Listening comprehension

Alokasi Waktu : 120 menit (Pertemuan 3)

Tahun Pelajaran : 2023

Standar Kompetensi : 5.3 Memahami makna dalam teks audio visual dan esei pendek sederhana yang berbentuk descriptive dan yang berkaitan dengan lingkungan terdekat.

Kompetensi Dasar :5.3 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.

1. Tujuan Pembelajaran

Pada akhir pembelajaran, diharapkan siswa:

d. Dapat mengetahui konsep teks descriptive dan struktur teksnya. e. Dapat memahami isi teks descriptive dengan baik.

Karakter siswa yang diharapkan : Berani (courage)

Rasa hormat dan perhatian (respect) Tekun (diligence)

Tanggungjawab (responsibility)

2. Materi Pembelajaran

Descriptive Text:

1. Borabudur situated in Magelang, Central Java, Indonesia is a well known nineteenth century Mahayana Buddhist Temple. The landmark comprises of six square, nine stacked stages, and 3 handouts, beat by a focal vault. The sanctuary is enhanced with 2,672 alleviation boards and 504 Buddha statues. The focal vault is hovered by 72 Buddha statues, each situated inside a punctured stupa. It is the world's biggest Buddhist sanctuary on the world

3. Metode Pembelajaran: Audio visual method

4. Langkah-langkah Kegiatan

A. Kegiatan Pendahuluan

Apersepsi :

- Salam dan berdoa
- Memeriksa daftar hadir

Motivasi :

Menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasai siswa.

B. Kegiatan Inti Eksplorasi

Dalam kegiatan eksplorasi, guru:

- Memfasilitasi terjadinya interaksi antarpeserta didik serta antara peserta didik dengan guru, lingkungan, dan sumber belajar lainnya.
- Melibatkan peserta didik secara aktif dalam setiap kegiatan pembelajaran.
- Menjawab pertanyaan berdasarkan informasi dalam bacaan.

Elaborasi

- Memfasilitasi peserta didik berkompetisi secara sehat untuk meningkatkan prestasi belajar.
- Memfasilitasi peserta didik melakukan kegiatan yang menumbuhkan kebanggaan dan rasa percaya diri peserta didik dengan bertanggung jawab.

Konfirmasi

Dalam kegiatan konfirmasi, guru:

- Memberikan kesempatan kepada siswa untuk menanyakan hal-hal yang kurang dimengerti selama proses pembelajaran.
- Memberikan motivasi kepada peserta didik yang kurang atau belum berpartisipasi aktif.

C. Kegiatan Penutup

Dalam kegiatan penutup, guru:

- Melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram;
- Menyampaikan rencana pembelajaran pada pertemuan berikutnya.

5. Sumber Pembelajaran

- a. Buku paket bahasa Inggris Forward an english course for vocation school students grade X,Penerbit Erlangga k13
- b. Buku teks yang relevan

6. Penilaian

a. Indikator penilaian:

- Siswa mampu memahami informasi yang tersurat pada descriptive text yang diberikan.
- Siswa mampu memahami informasi yang tersirat pada descriptive text yang diberikan.

**Mengetahui,
Guru Mapel Bahasa
Inggris**

**Mengetahui Kepala SMKS 6
MUHAMMADIYAH LEBONG
UTARA**

Mahasiswa,

**Sir. Deltano,S.Pd.
NIP.197811152010011011**

**Marten Scandaryanto R,M.Pd.
NIP.197703102009041001**

**Mesis Arianti
NIM.19551039**

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP Control Class)

Sekolah : Smks 6 Muhammadiyah Lebong Utara

Kelas/Semester : X Op 1 / 1

Jenis teks : Descriptive text

Tema : Monas National Monument

Aspek/Skill : Listening comprehension

Alokasi Waktu : 120 menit (Pertemuan 4)

Tahun Pelajaran : 2023

Standar Kompetensi : 5.3 Memahami makna dalam teks audio visual dan esei pendek sederhana yang berbentuk descriptive dan yang berkaitan dengan lingkungan terdekat.

Kompetensi Dasar :5.3 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.

1. Tujuan Pembelajaran

Pada akhir pembelajaran, diharapkan siswa:

d. Dapat mengetahui konsep teks descriptive dan struktur teksnya. e. Dapat memahami isi teks descriptive dengan baik.

Karakter siswa yang diharapkan : Berani (courage)

Rasa hormat dan perhatian (respect) Tekun (diligence)

Tanggungjawab (responsibility)

2. Materi Pembelajaran

Descriptive Text:

1.The National Monument (Indonesian: Monumen Nasional, famously contracted as Monas) is a 132 m (433ft) tower in the focal point of Merdeka Square, symbolizing the battle for Indonesia. It was manufactured to memorialize the battle for Indonesian autonomy.The landmark comprises of a 117.7 m monolith on a 45m square stage and at a stature of 17 m. Towering landmark speaks to the theory of Lingga and Yoni. Takes after a phallus, or pestle and Yoni takes after mortar, two critical things in the convention of Indonesian farming.

3. Metode Pembelajaran: Audio visual method

4. Langkah-langkah Kegiatan

A. Kegiatan Pendahuluan

Apersepsi :

- Salam dan berdo'a
- Memeriksa daftar hadir

Motivasi :

Menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasai siswa.

B. Kegiatan Inti Eksplorasi

Dalam kegiatan eksplorasi, guru:

- Memfasilitasi terjadinya interaksi antarpeserta didik serta antara peserta didik dengan guru, lingkungan, dan sumber belajar lainnya.
- Melibatkan peserta didik secara aktif dalam setiap kegiatan pembelajaran.
- Menjawab pertanyaan berdasarkan informasi dalam bacaan.

Elaborasi

- Memfasilitasi peserta didik berkompetisi secara sehat untuk meningkatkan prestasi belajar.
- Memfasilitasi peserta didik melakukan kegiatan yang menumbuhkan kebanggaan dan rasa percaya diri peserta didik dengan bertanggung jawab.

Konfirmasi

Dalam kegiatan konfirmasi, guru:

- Memberikan kesempatan kepada siswa untuk menanyakan hal-hal yang kurang dimengerti selama proses pembelajaran.
- Memberikan motivasi kepada peserta didik yang kurang atau belum berpartisipasi aktif.

C. Kegiatan Penutup

Dalam kegiatan penutup, guru:

- Melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram;
- Menyampaikan rencana pembelajaran pada pertemuan berikutnya.

5. Sumber Pembelajaran

a. Buku paket bahasa Inggris Forward an english course for vocation school students grade X,Penerbit Erlangga k13

b. Buku teks yang relevan

6. Penilaian

a. Indikator penilaian:

- Siswa mampu memahami informasi yang tersurat pada descriptive text yang diberikan.
- Siswa mampu memahami informasi yang tersirat pada descriptive text yang diberikan.

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RENCANA PELAKSANAAN PEMBELAJARAN

(RPP Control Class)

Sekolah : Smks 6 Muhammadiyah Lebong Utara

Kelas/Semester : X Op 1 / 1

Jenis teks : Descriptive text

Tema : Colosseum

Aspek/Skill : Listening comprehension

Alokasi Waktu : 120 menit (Pertemuan 5)

Tahun Pelajaran : 2023

Standar Kompetensi : 5.3 Memahami makna dalam teks audio visual dan esei pendek sederhana yang berbentuk descriptive dan yang berkaitan dengan lingkungan terdekat.

Kompetensi Dasar : 5.3 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.

1. Tujuan Pembelajaran

Pada akhir pembelajaran, diharapkan siswa:

d. Dapat mengetahui konsep teks descriptive dan struktur teksnya. e. Dapat memahami isi teks descriptive dengan baik.

Karakter siswa yang diharapkan : Berani (courage)

Rasa hormat dan perhatian (respect) Tekun (diligence)

Tanggungjawab (responsibility)

2. Materi Pembelajaran

Descriptive Text:

1. The Colosseum or Coliseum, otherwise called the Flavian Amphitheater (Latin: Amphitheatrum Flavium; and Italian: Anfiteatro Flavio or Colosseo), is a circular amphitheater in the focal point of the city of Rome. Manufactured of concrete and stone, it is the greatest amphitheater ever and is considered as one of the best works of construction modeling and designing.

3. Metode Pembelajaran: Audio visual method

4. Langkah-langkah Kegiatan

A. Kegiatan Pendahuluan

Apersepsi :

- Salam dan berdoa
- Memeriksa daftar hadir

Motivasi :

Menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasai siswa.

B. Kegiatan Inti Eksplorasi

Dalam kegiatan eksplorasi, guru:

- Memfasilitasi terjadinya interaksi antarpeserta didik serta antara peserta didik dengan guru, lingkungan, dan sumber belajar lainnya.
- Melibatkan peserta didik secara aktif dalam setiap kegiatan pembelajaran.
- Menjawab pertanyaan berdasarkan informasi dalam bacaan.

Elaborasi

- Memfasilitasi peserta didik berkompetisi secara sehat untuk meningkatkan prestasi belajar.
- Memfasilitasi peserta didik melakukan kegiatan yang menumbuhkan kebanggaan dan rasa percaya diri peserta didik dengan bertanggung jawab.

Konfirmasi

Dalam kegiatan konfirmasi, guru:

- Memberikan kesempatan kepada siswa untuk menanyakan hal-hal yang kurang dimengerti selama proses pembelajaran.
- Memberikan motivasi kepada peserta didik yang kurang atau belum berpartisipasi aktif.

C. Kegiatan Penutup

Dalam kegiatan penutup, guru:

- Melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram;
- Menyampaikan rencana pembelajaran pada pertemuan berikutnya.

5. Sumber Pembelajaran

- a. Buku paket bahasa Inggris Forward an english course for vocation school students grade X,Penerbit Erlangga k13
- b. Buku teks yang relevan

6. Penilaian

a. Indikator penilaian:

- Siswa mampu memahami informasi yang tersurat pada descriptive text yang diberikan.
- Siswa mampu memahami informasi yang tersirat pada descriptive text yang diberikan.

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RENCANA PELAKSANAAN PEMBELAJARAN

(RPP Control Class)

Sekolah : Smks 6 Muhammadiyah Lebong Utara

Kelas/Semester : X Op 1 / 1

Jenis teks : Descriptive text

Tema : Libong Sitodo River

Aspek/Skill : Listening comprehension

Alokasi Waktu : 120 menit (Pertemuan 6)

Tahun Pelajaran : 2023

Standar Kompetensi : 5.3 Memahami makna dalam teks audio visual dan esei pendek sederhana yang berbentuk descriptive dan yang berkaitan dengan lingkungan terdekat.

Kompetensi Dasar : 5.3 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.

1. Tujuan Pembelajaran

Pada akhir pembelajaran, diharapkan siswa:

d. Dapat mengetahui konsep teks descriptive dan struktur teksnya. e. Dapat memahami isi teks descriptive dengan baik.

Karakter siswa yang diharapkan : Berani (courage)

Rasa hormat dan perhatian (respect) Tekun (diligence)

Tanggungjawab (responsibility)

2. Materi Pembelajaran

Descriptive Text:

1. Libong Sitodo waterway speaks the truth 8 kilometers from Polewali, Polewali Mandar, West Sulawesi. On the off chance that you stroll along the stream, you will see a characteristic flawless, captivating, and astounding perspective. There is likewise a waterfall called Indo Rannuang there. Both the waterfalls and streams Libong Sitodo is astonishing and this is the normal diversion that you can discover just in kunyi, a little Village, in District Areapi.

3. Metode Pembelajaran: Audio visual method

4. Langkah-langkah Kegiatan

A. Kegiatan Pendahuluan

Apersepsi :

- Salam dan berdo'a
- Memeriksa daftar hadir

Motivasi :

Menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasai siswa.

B. Kegiatan Inti Eksplorasi

Dalam kegiatan eksplorasi, guru:

- Memfasilitasi terjadinya interaksi antarpeserta didik serta antara peserta didik dengan guru, lingkungan, dan sumber belajar lainnya.
- Melibatkan peserta didik secara aktif dalam setiap kegiatan pembelajaran.
- Menjawab pertanyaan berdasarkan informasi dalam bacaan.

Elaborasi

- Memfasilitasi peserta didik berkompetisi secara sehat untuk meningkatkan prestasi belajar.
- Memfasilitasi peserta didik melakukan kegiatan yang menumbuhkan kebanggaan dan rasa percaya diri peserta didik dengan bertanggung jawab.

Konfirmasi

Dalam kegiatan konfirmasi, guru:

- Memberikan kesempatan kepada siswa untuk menanyakan hal-hal yang kurang dimengerti selama proses pembelajaran.
- Memberikan motivasi kepada peserta didik yang kurang atau belum berpartisipasi aktif.

C. Kegiatan Penutup

Dalam kegiatan penutup, guru:

- Melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram;
- Menyampaikan rencana pembelajaran pada pertemuan berikutnya.

5. Sumber Pembelajaran

- a. Buku paket bahasa Inggris Forward an english course for vocation school students grade X,Penerbit Erlangga k13
- b. Buku teks yang relevan

6. Penilaian

a. Indikator penilaian:

- Siswa mampu memahami informasi yang tersurat pada descriptive text yang diberikan.
- Siswa mampu memahami informasi yang tersirat pada descriptive text yang diberikan.

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**Mengetahui Kepala SMKS 6
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APPENDIX 8

RENCANA PELAKSANAAN PEMBELAJARAN (RPP Experimental)

Sekolah : Smks 6 Muhammadiyah Lebong Utara

Kelas/Semester : X Ac / 1

Jenis teks : Descriptive text

Tema : Jakarta Old Town

Aspek/Skill : Listening comprehension

Alokasi Waktu : 120 menit (Pertemuan 1)

Tahun Pelajaran : 2023

A. Kompetensi inti

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

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

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar KI - 3	Kompetensi Dasar KI - 4
3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait descriptive text pendek dan sederhana sesuai dengan konteks penggunaannya	4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks dan unsur kebahasaan teks deskriptif, lisan dan tulis, pendek dan sederhana terkait descriptive text 4.4.2 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, terkait descriptive text dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar sesuai

	konteks
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Indikator Pencapaian Kompetensi	Indikator Pencapaian Kompetensi
<ul style="list-style-type: none"> • 3.4.1 Mengidentifikasi ungkapan –ungkapan dalam speker soal listening memberi dan meminta informasi terkait descriptive text • 3.4.2 Mengidentifikasi perbedaan cara pengungkapan dari masing-masing konteks • 3.4.3 Menganalisis struktur teks ungkapan memberi dan meminta informasi terkait descriptive text • 3.4.4 Menganalisis unsur kebahasaan dari ungkapan memberi dan meminta informasi terkait descriptive text 	<ul style="list-style-type: none"> • 4.4.1.1 Menjawab pertanyaan tentang descriptive text

Nilai Karakter: Kerjasama,tanggung jawab,jujur

C. Tujuan Pembelajaran

Memulai proses diskusi dan problem based learning,dengan menerapkan sikap kerjasama, tanggung jawab, dan jujur :

1. Peserta didik dapat menganalisis pengertian descriptive text dengan tepat.
2. Peserta didik dapat menentukan generic structure descriptive text.
3. Peserta didik dapat menyajikan, dan menyelesaikan masalah berkaitan dengan teks descriptive text,contoh dan penggunaan yang benar.

D. Materi Pembelajaran

Descriptive text is a text which says what a person or things is like, its purpose is to describe and reveal a particular person,place,or thing.

Generic structure of descriptive text

- Identification : (contains about the introduction of a person, place, animal or object will be described).

- Description : contains a description of something such as animal, things, historical places or person by describing its features, forms, colors, or anything related to what the writer describes.
- Purpose of descriptive text
- To describe person, thing or places in specific.
- To describe a particular person, things, or places.

Contoh Descriptive text :

Descriptive text tentang tempat: “Wonderland Indonesia”

Indonesia is the place where i can stand and live. It is a country in Southeast Asia and Oceania Indonesia, as i know it well, is an archipelago comprising at around 17.000 islands. It has 38 provinces with over 230 million people, including myself and is the world’s fourth most populous country.

Indonesia is the most beautiful land in the universe the land where we were born. The nation where we grew up. So many colours the lived together in places. With a million times treasures. With an abundance of natural wealth. Indonesia is not just wonderful. Indonesia is wonderland.

1. Materi pembelajaran pengayaan :
Peserta didik menemukan dan menyelesaikan masalah berkaitan dengan Descriptive text untuk soal listening comprehension

E. Model, pendekatan, dan metode pembelajaran

1. Model pembelajaran : E-learning
2. Pendekatan : saintific
3. Metode pembelajaran : diskusi dan tanya jawab

F. Alat dan Media Pembelajaran

1. Alat : laptop dan proyektor
2. Media : ppt, audio didalam vlog descriptive text place, dan buku paket

G. Sumber belajar

Eka Mulya Astuti, 2022, Forward an english course for vocation school students grade X, Penerbit Erlangga k13

Shyla K Lande, 2022, Forward an english course for vocation school students grade X, Penerbit Erlangga k13

H. Langkah-langkah pembelajaran

Pertemuan pertama

Pertemuan pertama (2 JP)

Kegiatan awal (10')

- Mempersiapkan siswa untuk siap dalam melaksanakan pembelajaran (berdoa, absensi, dan menyiapkan sumber belajar.
- Memberikan Pertanyaan terkait descriptive text?
- Menyampaikan topik dan agenda pembelajaran

Kegiatan Inti (55')

1. The teacher distributes questions to each student.
2. Delivering subject matter, the teacher's presentation of the material is replaced by presenting the media in the form of learning vlog. When finished, give each group the opportunity to complete their task.
3. Ask each group to convey the results of their assignment. Learning ends with conveying various key words or concepts that have been developed by students. In the Listening class method, each group has its own role.

Kegiatan Penutup (15')

- Melakukan refleksi pembelajaran
- Menyampaikan agenda pertemuan berikutnya

The Scale To Assess Students' Listening Test

Categories	Score	Criteria
Identify the topic	5 (95-100)	The student identify the topic is almost perfect.
	4(85-94)	Identify the topic students have some mistakes.
	3 (75-84)	Identify the topic students have errors.
	2 (65-74)	Students' understanding

	1 (below 65)	<p>of identify the topic has many errors.</p> <p>Identify the topic students have too many mistakes.</p>
Identify the main idea	5 (95-100)	The student identify the main idea is almost perfect.
	4 (85-94)	Identify the main idea students have some mistakes.
	3 (75-84)	Identify the main idea students have errors.
	2 (65-74)	Students' understanding of identify the main idea has many errors.
	1 (below 65)	Identify the main idea students have too many mistakes.
Identify the details	5 (95-100)	The student identify the details is almost perfect.
	4(85-94)	Identify the details students have some mistakes.
	3 (75-84)	Identify the details students have errors.
	2 (65-74)	Students' understanding of identify the details has many errors.

	1 (below 65)	Identify the details students have too many mistakes.
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**Mengetahui,
Guru Mapel Bahasa Inggris**

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RENCANA PELAKSANAAN PEMBELAJARAN

(RPP Experimental)

Sekolah : Smks 6 Muhammadiyah Lebong Utara

Kelas/Semester : X Ac / 1

Jenis teks : Descriptive text

Tema : Nurmberg Old Town

Aspek/Skill : Listening comprehension

Alokasi Waktu : 120 menit (Pertemuan 2)

Tahun Pelajaran : 2023

I. Kompetensi inti

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

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

J. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar KI - 3	Kompetensi Dasar KI - 4
3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait descriptive text pendek dan sederhana sesuai dengan konteks penggunaannya	4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks dan unsur kebahasaan teks deskriptif, lisan dan tulis, pendek dan sederhana terkait descriptive text 4.4.2 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, terkait descriptive text dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar sesuai konteks

Indikator Pencapaian Kompetensi	Indikator Pencapaian Kompetensi
<ul style="list-style-type: none"> • 3.4.1 Mengidentifikasi ungkapan –ungkapan dalam speker soal listening memberi dan meminta informasi terkait descriptive text • 3.4.2 Mengidentifikasi perbedaan cara pengungkapan dari masing-masing konteks • 3.4.3 Menganalisis struktur teks ungkapan memberi dan meminta informasi terkait descriptive text • 3.4.4 Menganalisis unsur kebahasaan dari ungkapan memberi dan meminta informasi terkait descriptive text 	<ul style="list-style-type: none"> • 4.4.1.1 Menjawab pertanyaan tentang descriptive text

Nilai Karakter: Kerjasama,tanggung jawab,jujur

K. Tujuan Pembelajaran

Memulai proses diskusi dan problem based learning,dengan menerapkan sikap kerjasama, tanggung jawab, dan jujur :

4. Peserta didik dapat menganalisis pengertian descriptive text dengan tepat.
5. Peserta didik dapat menentukan generic structure descriptive text.
6. Peserta didik dapat menyajikan, dan menyelesaikan masalah berkaitan dengan teks descriptive text,contoh dan penggunaan yang benar.

L. Materi Pembelajaran

Descriptive text is a text which says what a person or things is like, its purpose is to describe and reveal a particular person,place,or thing.

Generic structure of descriptive text

- Identification : (contains about the introduction of a person, place, animal or object will be described).
- Description : contains a description of something such as animal, things,historical places or person by describing its

features, forms, colors, or anything related to what the writer describes.

- Purpose of descriptive text
- To describe person, thing or places in specific.
- To describe a particular person, things, or places.

Contoh Descriptive text :

Descriptive text tentang tempat: “Wonderland Indonesia”

Indonesia is the place where i can stand and live. It is a country in Southeast Asia and Oceania Indonesia, as i know it well, is an archipelago comprising at around 17.000 islands. It has 38 provinces with over 230 million people, including myself and is the world’s fourth most populous country.

Indonesia is the most beautiful land in the universe the land where we were born. The nation where we grew up. So many colours the lived together in places. With a million times treasures. With an abundance of natural wealth. Indonesia is not just wonderful. Indonesia is wonderland.

2. Materi pembelajaran pengayaan :

Peserta didik menemukan dan menyelesaikan masalah berkaitan dengan Descriptive text untuk soal listening comprehension

M. Model, pendekatan, dan metode pembelajaran

4. Model pembelajaran : E-learning
5. Pendekatan : saintific
6. Metode pembelajaran : diskusi dan tanya jawab

N. Alat dan Media Pembelajaran

3. Alat : laptop dan proyektor
4. Media : ppt, audio didalam vlog descriptive text place, dan buku paket

O. Sumber belajar

Eka Mulya Astuti, 2022, Forward an english course for vocation school students grade X, Penerbit Erlangga k13

Shyla K Lande, 2022, Forward an english course for vocation school students grade X, Penerbit Erlangga k13

P. Langkah-langkah pembelajaran

Pertemuan pertama

Pertemuan kedua (2 JP)

Kegiatan awal (10’)

- Mempersiapkan siswa untuk siap dalam melaksanakan pembelajaran (berdoa, absensi, dan menyiapkan sumber belajar.
- Memberikan Pertanyaan terkait descriptive text?
- Menyampaikan topik dan agenda pembelajaran

Kegiatan Inti (55')

1. The teacher distributes questions to each student.
2. Delivering subject matter, the teacher's presentation of the material is replaced by presenting the media in the form of learning vlog. When finished, give each group the opportunity to complete their task.
3. Ask each group to convey the results of their assignment. Learning ends with conveying various key words or concepts that have been developed by students. In the Listening class method, each group has its own role.

Kegiatan Penutup (15')

- Melakukan refleksi pembelajaran
- Menyampaikan agenda pertemuan berikutnya

The Scale To Assess Students' Listening Test

Categories	Score	Criteria
Identify the topic	5 (95-100)	The student identify the topic is almost perfect.
	4(85-94)	Identify the topic students have some mistakes.
	3 (75-84)	Identify the topic students have errors.
	2 (65-74)	Students' understanding of identify the topic has many errors.

	1 (below 65)	Identify the topic students have too many mistakes.
Identify the main idea	5 (95-100)	The student identify the main idea is almost perfect.
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	3 (75-84)	Identify the main idea students have errors.
	2 (65-74)	Students' understanding of identify the main idea has many errors.
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Identify the details	5 (95-100)	The student identify the details is almost perfect.
	4(85-94)	Identify the details students have some mistakes.
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**Mengetahui,
Guru Mapel Bahasa Inggris**

**Mengetahui Kepala SMKS 6
MUHAMMADIYAH LEBONG
UTARA**

Mahasiswa,

**Sir. Deltano,S.Pd.
NIP.197811152010011011**

**Marten Scandaryanto R,M.Pd.
NIP.197703102009041001**

**Mesis Arianti
NIM.19551039**

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP Experimental)

Sekolah : Smks 6 Muhammadiyah Lebong Utara

Kelas/Semester : X Ac / 1

Jenis teks : Descriptive text

Tema : Phucket Old Town

Aspek/Skill : Listening comprehension

Alokasi Waktu : 120 menit (Pertemuan 3)

Tahun Pelajaran : 2023

Q. Kompetensi inti

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

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

R. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar KI - 3	Kompetensi Dasar KI - 4
3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait descriptive text pendek dan sederhana sesuai dengan konteks penggunaannya	4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks dan unsur kebahasaan teks deskriptif, lisan dan tulis, pendek dan sederhana terkait descriptive text 4.4.2 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, terkait descriptive text dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar sesuai konteks

Indikator Pencapaian Kompetensi	Indikator Pencapaian Kompetensi
<ul style="list-style-type: none"> • 3.4.1 Mengidentifikasi ungkapan –ungkapan dalam speker soal listening memberi dan meminta informasi terkait descriptive text • 3.4.2 Mengidentifikasi perbedaan cara pengungkapan dari masing-masing konteks • 3.4.3 Menganalisis struktur teks ungkapan memberi dan meminta informasi terkait descriptive text • 3.4.4 Menganalisis unsur kebahasaan dari ungkapan memberi dan meminta informasi terkait descriptive text 	<ul style="list-style-type: none"> • 4.4.1.1 Menjawab pertanyaan tentang descriptive text

Nilai Karakter: Kerjasama,tanggung jawab,jujur

S. Tujuan Pembelajaran

Memulai proses diskusi dan problem based learning,dengan menerapkan sikap kerjasama, tanggung jawab, dan jujur :

7. Peserta didik dapat menganalisis pengertian descriptive text dengan tepat.
8. Peserta didik dapat menentukan generic structure descriptive text.
9. Peserta didik dapat menyajikan, dan menyelesaikan masalah berkaitan dengan teks descriptive text,contoh dan penggunaan yang benar.

T. Materi Pembelajaran

Descriptive text is a text which says what a person or things is like, its purpose is to describe and reveal a particular person,place,or thing.

Generic structure of descriptive text

- Identification : (contains about the introduction of a person, place, animal or object will be described).
- Description : contains a description of something such as animal, things,historical places or person by describing its

features, forms, colors, or anything related to what the writer describes.

- Purpose of descriptive text
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Contoh Descriptive text :

Descriptive text tentang tempat: “Wonderland Indonesia”

Indonesia is the place where i can stand and live. It is a country in Southeast Asia and Oceania Indonesia, as i know it well, is an archipelago comprising at around 17.000 islands. It has 38 provinces with over 230 million people, including myself and is the world’s fourth most populous country.

Indonesia is the most beautiful land in the universe the land where we were born. The nation where we grew up. So many colours the lived together in places. With a million times treasures. With an abundance of natural wealth. Indonesia is not just wonderful. Indonesia is wonderland.

3. Materi pembelajaran pengayaan :
Peserta didik menemukan dan menyelesaikan masalah berkaitan dengan Descriptive text untuk soal listening comprehension

U. Model, pendekatan, dan metode pembelajaran

7. Model pembelajaran : E-learning
8. Pendekatan : saintific
9. Metode pembelajaran : diskusi dan tanya jawab

V. Alat dan Media Pembelajaran

5. Alat : laptop dan proyektor
6. Media : ppt, audio didalam vlog descriptive text place, dan buku paket

W. Sumber belajar

Eka Mulya Astuti, 2022, Forward an english course for vocation school students grade X, Penerbit Erlangga k13

Shyla K Lande, 2022, Forward an english course for vocation school students grade X, Penerbit Erlangga k13

X. Langkah-langkah pembelajaran

Pertemuan pertama

Pertemuan ketiga (2 JP)

Kegiatan awal (10’)

- Mempersiapkan siswa untuk siap dalam melaksanakan pembelajaran (berdoa, absensi, dan menyiapkan sumber belajar.
- Memberikan Pertanyaan terkait descriptive text?
- Menyampaikan topik dan agenda pembelajaran

Kegiatan Inti (55')

1. The teacher distributes questions to each student.
2. Delivering subject matter, the teacher's presentation of the material is replaced by presenting the media in the form of learning vlog. When finished, give each group the opportunity to complete their task.
3. Ask each group to convey the results of their assignment. Learning ends with conveying various key words or concepts that have been developed by students. In the Listening class method, each group has its own role.

Kegiatan Penutup (15')

- Melakukan refleksi pembelajaran
- Menyampaikan agenda pertemuan berikutnya

The Scale To Assess Students' Listening Test

Categories	Score	Criteria
Identify the topic	5 (95-100)	The student identify the topic is almost perfect.
	4(85-94)	Identify the topic students have some mistakes.
	3 (75-84)	Identify the topic students have errors.
	2 (65-74)	Students' understanding of identify the topic has many errors.

	1 (below 65)	Identify the topic students have too many mistakes.
Identify the main idea	5 (95-100)	The student identify the main idea is almost perfect.
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	3 (75-84)	Identify the main idea students have errors.
	2 (65-74)	Students' understanding of identify the main idea has many errors.
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Identify the details	5 (95-100)	The student identify the details is almost perfect.
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**Mengetahui,
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Mahasiswa,

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RENCANA PELAKSANAAN PEMBELAJARAN (RPP Experimental)

Sekolah : Smks 6 Muhammadiyah Lebong Utara

Kelas/Semester : X Ac / 1

Jenis teks : Descriptive text

Tema : Antalya Old Town

Aspek/Skill : Listening comprehension

Alokasi Waktu : 120 menit (Pertemuan 4)

Tahun Pelajaran : 2023

Y. Kompetensi inti

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

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

Z. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar KI - 3	Kompetensi Dasar KI - 4
3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait descriptive text pendek dan sederhana sesuai dengan konteks penggunaannya	4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks dan unsur kebahasaan teks deskriptif, lisan dan tulis, pendek dan sederhana terkait descriptive text 4.4.2 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, terkait descriptive text dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar sesuai konteks

Indikator Pencapaian Kompetensi	Indikator Pencapaian Kompetensi
<ul style="list-style-type: none"> • 3.4.1 Mengidentifikasi ungkapan –ungkapan dalam speker soal listening memberi dan meminta informasi terkait descriptive text • 3.4.2 Mengidentifikasi perbedaan cara pengungkapan dari masing-masing konteks • 3.4.3 Menganalisis struktur teks ungkapan memberi dan meminta informasi terkait descriptive text • 3.4.4 Menganalisis unsur kebahasaan dari ungkapan memberi dan meminta informasi terkait descriptive text 	<ul style="list-style-type: none"> • 4.4.1.1 Menjawab pertanyaan tentang descriptive text

Nilai Karakter: Kerjasama,tanggung jawab,jujur

A. Tujuan Pembelajaran

Memulai proses diskusi dan problem based learning,dengan menerapkan sikap kerjasama, tanggung jawab, dan jujur :

10. Peserta didik dapat menganalisis pengertian descriptive text dengan tepat.
11. Peserta didik dapat menentukan generic structure descriptive text.
12. Peserta didik dapat menyajikan, dan menyelesaikan masalah berkaitan dengan teks descriptive text,contoh dan penggunaan yang benar.

B. Materi Pembelajaran

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4. Materi pembelajaran pengayaan :
Peserta didik menemukan dan menyelesaikan masalah berkaitan dengan Descriptive text untuk soal listening comprehension

C. Model, pendekatan, dan metode pembelajaran

10. Model pembelajaran : E-learning
11. Pendekatan : saintific
12. Metode pembelajaran : diskusi dan tanya jawab

D. Alat dan Media Pembelajaran

7. Alat : laptop dan proyektor
8. Media : ppt, audio didalam vlog descriptive text place, dan buku paket

E. Sumber belajar

- Eka Mulya Astuti, 2022, Forward an english course for vocation school students grade X, Penerbit Erlangga k13
Shyla K Lande, 2022, Forward an english course for vocation school students grade X, Penerbit Erlangga k13

F. Langkah-langkah pembelajaran

Pertemuan pertama

Pertemuan keempat (2 JP)

Kegiatan awal (10’)

- Mempersiapkan siswa untuk siap dalam melaksanakan pembelajaran (berdoa, absensi, dan menyiapkan sumber belajar.
- Memberikan Pertanyaan terkait descriptive text?
- Menyampaikan topik dan agenda pembelajaran

Kegiatan Inti (55')

1. The teacher distributes questions to each student.
2. Delivering subject matter, the teacher's presentation of the material is replaced by presenting the media in the form of learning vlog. When finished, give each group the opportunity to complete their task.
3. Ask each group to convey the results of their assignment. Learning ends with conveying various key words or concepts that have been developed by students. In the Listening class method, each group has its own role.

Kegiatan Penutup (15')

- Melakukan refleksi pembelajaran
- Menyampaikan agenda pertemuan berikutnya

The Scale To Assess Students' Listening Test

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**Mengetahui,
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MUHAMMADIYAH LEBONG
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Mahasiswi,

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**Mesis Arianti
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RENCANA PELAKSANAAN PEMBELAJARAN

(RPP Experimental)

Sekolah : Smks 6 Muhammadiyah Lebong Utara

Kelas/Semester : X Ac / 1

Jenis teks : Descriptive text

Tema : Exploring Dublin

Aspek/Skill : Listening comprehension

Alokasi Waktu : 120 menit (Pertemuan 5)

Tahun Pelajaran : 2023

G. Kompetensi inti

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

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H. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar KI - 3	Kompetensi Dasar KI - 4
3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait descriptive text pendek dan sederhana sesuai dengan konteks penggunaannya	4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks dan unsur kebahasaan teks deskriptif, lisan dan tulis, pendek dan sederhana terkait descriptive text 4.4.2 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, terkait descriptive text dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar sesuai konteks

Indikator Pencapaian Kompetensi	Indikator Pencapaian Kompetensi
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Nilai Karakter: Kerjasama,tanggung jawab,jujur

I. Tujuan Pembelajaran

Memulai proses diskusi dan problem based learning,dengan menerapkan sikap kerjasama, tanggung jawab, dan jujur :

13. Peserta didik dapat menganalisis pengertian descriptive text dengan tepat.
14. Peserta didik dapat menentukan generic structure descriptive text.
15. Peserta didik dapat menyajikan, dan menyelesaikan masalah berkaitan dengan teks descriptive text,contoh dan penggunaan yang benar.

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Indonesia is the most beautiful land in the universe the land where we were born. The nation where we grew up. So many colours the lived together in places. With a million times treasures. With an abundance of natural wealth. Indonesia is not just wonderful. Indonesia is wonderland.

K. Materi pembelajaran pengayaan :

Peserta didik menemukan dan menyelesaikan masalah berkaitan dengan Descriptive text untuk soal listening comprehension

L. Model, pendekatan, dan metode pembelajaran

13. Model pembelajaran : E-learning
14. Pendekatan : saintific
15. Metode pembelajaran : diskusi dan tanya jawab

M. Alat dan Media Pembelajaran

9. Alat : laptop dan proyektor
10. Media : ppt, audio didalam vlog descriptive text place, dan buku paket

N. Sumber belajar

Eka Mulya Astuti, 2022, Forward an english course for vocation school students grade X, Penerbit Erlangga k13

Shyla K Lande, 2022, Forward an english course for vocation school students grade X, Penerbit Erlangga k13

O. Langkah-langkah pembelajaran

Pertemuan pertama

Pertemuan kelima (2 JP)

Kegiatan awal (10’)

- Mempersiapkan siswa untuk siap dalam melaksanakan pembelajaran (berdoa, absensi, dan menyiapkan sumber belajar.
- Memberikan Pertanyaan terkait descriptive text?
- Menyampaikan topik dan agenda pembelajaran

Kegiatan Inti (55')

1. The teacher distributes questions to each student.
2. Delivering subject matter, the teacher's presentation of the material is replaced by presenting the media in the form of learning vlog. When finished, give each group the opportunity to complete their task.
3. Ask each group to convey the results of their assignment. Learning ends with conveying various key words or concepts that have been developed by students. In the Listening class method, each group has its own role.

Kegiatan Penutup (15')

- Melakukan refleksi pembelajaran
- Menyampaikan agenda pertemuan berikutnya

The Scale To Assess Students' Listening Test

Categories	Score	Criteria
Identify the topic	5 (95-100)	The student identify the topic is almost perfect.
	4(85-94)	Identify the topic students have some mistakes.
	3 (75-84)	Identify the topic students have errors.
	2 (65-74)	Students' understanding of identify the topic has many errors.

	1 (below 65)	Identify the topic students have too many mistakes.
Identify the main idea	5 (95-100)	The student identify the main idea is almost perfect.
	4 (85-94)	Identify the main idea students have some mistakes.
	3 (75-84)	Identify the main idea students have errors.
	2 (65-74)	Students' understanding of identify the main idea has many errors.
	1 (below 65)	Identify the main idea students have too many mistakes.
Identify the details	5 (95-100)	The student identify the details is almost perfect.
	4(85-94)	Identify the details students have some mistakes.
	3 (75-84)	Identify the details students have errors.
	2 (65-74)	Students' understanding of identify the details has many errors.
	1 (below 65)	Identify the details

		students have too many mistakes.
--	--	----------------------------------

**Mengetahui,
Guru Mapel Bahasa Inggris**

**Mengetahui Kepala SMKS 6
MUHAMMADIYAH LEBONG
UTARA**

Mahasiswa,

**Sir. Deltano,S.Pd.
NIP.197811152010011011**

**Marten Scandaryanto R,M.Pd.
NIP.197703102009041001**

**Mesis Arianti
NIM.19551039**

RENCANA PELAKSANAAN PEMBELAJARAN (RPP Experimental)

Sekolah : Smks 6 Muhammadiyah Lebong Utara

Kelas/Semester : X Ac / 1

Jenis teks : Descriptive text

Tema : Switzerland travel

Aspek/Skill : Listening comprehension

Alokasi Waktu : 120 menit (Pertemuan 6)

Tahun Pelajaran : 2023

P. Kompetensi inti

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

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

Q. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar KI - 3	Kompetensi Dasar KI - 4
3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait descriptive text pendek dan sederhana sesuai dengan konteks penggunaannya	4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks dan unsur kebahasaan teks deskriptif, lisan dan tulis, pendek dan sederhana terkait descriptive text 4.4.2 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, terkait descriptive text dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar sesuai konteks

Indikator Pencapaian Kompetensi	Indikator Pencapaian Kompetensi
<ul style="list-style-type: none"> • 3.4.1 Mengidentifikasi ungkapan –ungkapan dalam speker soal listening memberi dan meminta informasi terkait descriptive text • 3.4.2 Mengidentifikasi perbedaan cara pengungkapan dari masing-masing konteks • 3.4.3 Menganalisis struktur teks ungkapan memberi dan meminta informasi terkait descriptive text • 3.4.4 Menganalisis unsur kebahasaan dari ungkapan memberi dan meminta informasi terkait descriptive text 	<ul style="list-style-type: none"> • 4.4.1.1 Menjawab pertanyaan tentang descriptive text

Nilai Karakter: Kerjasama,tanggung jawab,jujur

R. Tujuan Pembelajaran

Memulai proses diskusi dan problem based learning,dengan menerapkan sikap kerjasama, tanggung jawab, dan jujur :

16. Peserta didik dapat menganalisis pengertian descriptive text dengan tepat.
17. Peserta didik dapat menentukan generic structure descriptive text.
18. Peserta didik dapat menyajikan, dan menyelesaikan masalah berkaitan dengan teks descriptive text,contoh dan penggunaan yang benar.

S. Materi Pembelajaran

Descriptive text is a text which says what a person or things is like, its purpose is to describe and reveal a particular person,place,or thing.

Generic structure of descriptive text

- Identification : (contains about the introduction of a person, place, animal or object will be described).
- Description : contains a description of something such as animal, things,historical places or person by describing its

features, forms, colors, or anything related to what the writer describes.

- Purpose of descriptive text
- To describe person, thing or places in specific.
- To describe a particular person, things, or places.

Contoh Descriptive text :

Descriptive text tentang tempat: “Wonderland Indonesia”

Indonesia is the place where i can stand and live. It is a country in Southeast Asia and Oceania Indonesia, as i know it well, is an archipelago comprising at around 17.000 islands. It has 38 provinces with over 230 million people, including myself and is the world’s fourth most populous country.

Indonesia is the most beautiful land in the universe the land where we were born. The nation where we grew up. So many colours the lived together in places. With a million times treasures. With an abundance of natural wealth. Indonesia is not just wonderful. Indonesia is wonderland.

T. Materi pembelajaran pengayaan :

Peserta didik menemukan dan menyelesaikan masalah berkaitan dengan Descriptive text untuk soal listening comprehension

U. Model, pendekatan, dan metode pembelajaran

16. Model pembelajaran : E-learning
17. Pendekatan : saintific
18. Metode pembelajaran : diskusi dan tanya jawab

V. Alat dan Media Pembelajaran

11. Alat : laptop dan proyektor
12. Media : ppt, audio didalam vlog descriptive text place, dan buku paket

W. Sumber belajar

Eka Mulya Astuti, 2022, Forward an english course for vocation school students grade X, Penerbit Erlangga k13

Shyla K Lande, 2022, Forward an english course for vocation school students grade X, Penerbit Erlangga k13

X. Langkah-langkah pembelajaran

Pertemuan pertama

Pertemuan keenam (2 JP)

Kegiatan awal (10’)

- Mempersiapkan siswa untuk siap dalam melaksanakan pembelajaran (berdoa, absensi, dan menyiapkan sumber belajar.
- Memberikan Pertanyaan terkait descriptive text?
- Menyampaikan topik dan agenda pembelajaran

Kegiatan Inti (55')

1. The teacher distributes questions to each student.
2. Delivering subject matter, the teacher's presentation of the material is replaced by presenting the media in the form of learning vlog. When finished, give each group the opportunity to complete their task.
3. Ask each group to convey the results of their assignment. Learning ends with conveying various key words or concepts that have been developed by students. In the Listening class method, each group has its own role.

Kegiatan Penutup (15')

- Melakukan refleksi pembelajaran
- Menyampaikan agenda pertemuan berikutnya

The Scale To Assess Students' Listening Test

Categories	Score	Criteria
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	3 (75-84)	Identify the topic students have errors.
	2 (65-74)	Students' understanding of identify the topic has many errors.

	1 (below 65)	Identify the topic students have too many mistakes.
Identify the main idea	5 (95-100)	The student identify the main idea is almost perfect.
	4 (85-94)	Identify the main idea students have some mistakes.
	3 (75-84)	Identify the main idea students have errors.
	2 (65-74)	Students' understanding of identify the main idea has many errors.
	1 (below 65)	Identify the main idea students have too many mistakes.
Identify the details	5 (95-100)	The student identify the details is almost perfect.
	4(85-94)	Identify the details students have some mistakes.
	3 (75-84)	Identify the details students have errors.
	2 (65-74)	Students' understanding of identify the details has many errors.
	1 (below 65)	Identify the details

		students have too many mistakes.
--	--	----------------------------------

**Mengetahui,
Guru Mapel Bahasa Inggris**

**Mengetahui Kepala SMKS 6
MUHAMMADIYAH LEBONG
UTARA**

Mahasiswa,

**Sir. Deltano,S.Pd.
NIP.197811152010011011**

**Marten Scandaryanto R,M.Pd.
NIP.197703102009041001**

**Mesis Arianti
NIM.19551039**

APPENDIX 9

SILABUS PEMBELAJARAN

Sekolah : Smks 6 Muhammadiyah Lebong Utara

Kelas : X Ac (Sepuluh)

Semester : I (Satu)

Mata pelajaran : Bahasa Inggris

Standar kompetensi : Listening comprehension

1. Memahami instruksi yang sederhana dengan tindakan dalam konteks sekolah

Kompetensi dasar	Materi pembelajaran	Kegiatan pembelajaran	Indikator pencapaian kompetensi	Penilaian			Alokasi waktu	Sumber belajar
				Teknik	Bentuk instrumen	Contoh instrumen		
1.1.Memahami instruksi yang sederhana dengan tindakan dalam konteks sekolah	1.Descriptive text place	Siswa merespon dengan melakukan tindakan secara berterima	Merespon dengan melakukan tindakan secara berterima	1.Afektif 2.Psikomotorik 3.Kognitif	Responding	Essay	2 Jam pembelajaran	•Media Youtube channel vlog sebagai bahan pembelajaran materi dalam mata pelajaran bahasa inggris kelas X

Mengetahui,
Guru Mapel Bahasa Inggris

**Mengetahui Kepala SMKS 6
MHAMMADIYAH LEBONG
UTARA**

Mahasiswa,

Sir. Deltano,S.Pd.
NIP.197811152010011011

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NIP.197703102009041001

Mesis Arianti
NIM.19551039

APPENDIX 10

SILABUS PEMBELAJARAN

Sekolah : Smks 6 Muhammadiyah Lebong Utara

Kelas : X Op 1 (Sepuluh)

Semester : I (Satu)

Mata pelajaran : Bahasa Inggris

Standar kompetensi : Listening comprehension

- Memahami instruksi yang sederhana dengan tindakan dalam konteks sekolah

Kompetensi dasar	Materi pembelajaran	Kegiatan pembelajaran	Indikator pencapaian kompetensi	Penilaian			Alokasi waktu	Sumber belajar
				Teknik	Bentuk instrumen	Contoh instrumen		
1.1.Memahami instruksi yang sederhana dengan tindakan dalam konteks sekolah	1.Descriptive text place	Siswa merespon dengan melakukan tindakan secara berterima	Merespon dengan melakukan tindakan secara berterima	1.Afektif 2.Psikomotorik 3.Kognitif	Responding	Essay	2 Jam pembelajaran	•Media Youtube channel vlog sebagai bahan pembelajaran materi dalam mata pelajaran bahasa inggris kelas X

Mengetahui,
Guru Mapel Bahasa Inggris

**Mengetahui Kepala SMKS 6
MHAMMADIYAH LEBONG
UTARA**

Mahasiswa,

Sir. Deltano,S.Pd.
NIP.197811152010011011

Marten Scandaryanto R,M.Pd.
NIP.197703102009041001

Mesis Arianti
NIM.19551039

APPENDIX 11

KISI –KISI SOAL LISTENING TEST

NO	Teorytical	Indicators of the test	Form of the test	Number of questions
1	Agustina,J-SHMIC,Vol 5, No 1,2018	To Identify topic test of listening	Essay	2
2		To Understand the main idea test of listening	Essay	3
3		To Identify detail test of listening	Essay	10
Total				15

Because essay can describe subjects and objects both people and thing that attract the attention of the writer to be discussed or researched.

APPENDIX 12

RESEARCH INSTRUMENT



THE EFFECT OF MEDIA YOUTUBE CHANNEL ENGLISH LEARNING VLOG TOWARDS STUDENTS' LISTENING COMPREHENSION AT THE FIRST SEMESTER OF THE VOCATIONAL GRADE OF SMKS 6 MUHAMMADIYAH LEBONG UTARA IN 2023 ACADEMIC YEAR

Item : Pre-test

Listening test (Instrument)

I.Listen to identify the topic

Listen to the vloggers' story on the speaker and then answer the following questions.

1. What is the topic of the vlog that you hear in the speaker?....
2. What is the best title from the vlog?....

II.Listen to identify the main idea

Listen to the story of the speaker and then answer the following questions.

Three vloggers' talk about and describe the old town.

1. What is the main idea of the first vlog?
2. What is the vloggers' main point in the second vlog?
3. What is the vloggers' primarily concerned about in the third vlog?

III. Listen to identify details

Listen to the story of the speaker and then answer the following questions.

Three vloggers' talk about and describe the old town.

For each statement below, write 1,2 or 3 depending on whether you hear the statement

during the old town description 1,2 or 3 if the statement is not made during any

description write N

Write: 1. --> for the first old town

2. -> for the second old town

3. -> for the third old town

4. -> to None old town

1. There's a metal spider-like tower in the middle of the road which is pretty cool?....
2. The museum is very interesting ?....
3. The old town which has small areas and small cobbled streets and alleys is also cute ?....
4. Nobody knew there was a video recorder?....
5. In the old town area there is a museum of illusions and mirrors?....
6. In place of the vasa musset there is a unique and spooky doll?....
7. Many children play there?....
8. Four people had a big fight in the museum?....
9. People taking photos on the beach?....
10. Many people running there?....

APPENDIX 13

RESEARCH INSTRUMENT



THE EFFECT OF MEDIA YOUTUBE CHANNEL ENGLISH LEARNING VLOG TOWARDS STUDENTS' LISTENING COMPREHENSION AT THE FIRST SEMESTER OF THE VOCATIONAL GRADE OF SMKS 6 MUHAMMADIYAH LEBONG UTARA IN 2023 ACADEMIC YEAR

Item : Post-test

Listening test

(Instrument)

I.Listen to identify the topic

Listen to the vloggers' story on the speaker and then answer the following questions.

1. What is the topic of the vlog that you hear in the speaker?....
2. What is the best title from the vlog?....

II.Listen to identify the main idea

Listen to the story of the speaker and then answer the following questions.

Three vloggers' talk about and describe the old town.

1. What is the main idea of the first vlog?
2. What is the vloggers' main point in the second vlog?
3. What is the vloggers' primarily concerned about in the third vlog?

III. Listen to identify details

Listen to the story of the speaker and then answer the following questions.

Three vloggers' talk about and describe the old town.

For each statement below, write 1,2 or 3 depending on whether you hear the statement

during the old town description 1,2 or 3 if the statement is not made during any

description write N

Write: 1. --> for the first old town

2. -> for the second old town

3. -> for the third old town

4. -> to None old town

1. There are colonial buildings all over this old town called red shops?....
2. The town of Antalya is really beautiful?....
3. Vloggers are so excited to be in Nuremberg because they hear the full history of it ?....
4. Nobody knows the camera exists?....
5. In the old city area is Fatahillah square?....
6. Nuremberg has another famous food, namely pretzels?....
7. All the original museum furniture here is from the 18th and 19th centuries?....
8. Two people had a big fight in the museum?....
9. Many people running there?....
10. People taking photos on the beach?...

Soal 12	Pearson Correlation	1,000**	1,000**	1,000**	1,000**	1,000**	1,000**	1,000**	1,000**	1,000**	1,000**	1,000**	1,000**	1,000**	1,000**	1,000**	1,000**
	Sig. (2-tailed)	,000	,000	,000	,000	,000	,000	,000	,000	,000	,000	,000	,000	,000	,000	,000	,000
	N	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
Soal 13	Pearson Correlation	1,000**	1,000**	1,000**	1,000**	1,000**	1,000**	1,000**	1,000**	1,000**	1,000**	1,000**	1,000**	1,000**	1,000**	1,000**	1,000**
	Sig. (2-tailed)	,000	,000	,000	,000	,000	,000	,000	,000	,000	,000	,000	,000	,000	,000	,000	,000
	N	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
Soal 14	Pearson Correlation	1,000**	1,000**	1,000**	1,000**	1,000**	1,000**	1,000**	1,000**	1,000**	1,000**	1,000**	1,000**	1,000**	1,000**	1,000**	1,000**
	Sig. (2-tailed)	,000	,000	,000	,000	,000	,000	,000	,000	,000	,000	,000	,000	,000	,000	,000	,000
	N	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
Soal 15	Pearson Correlation	1,000**	1,000**	1,000**	1,000**	1,000**	1,000**	1,000**	1,000**	1,000**	1,000**	1,000**	1,000**	1,000**	1,000**	1,000**	1,000**
	Sig. (2-tailed)	,000	,000	,000	,000	,000	,000	,000	,000	,000	,000	,000	,000	,000	,000	,000	,000
	N	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
Skortotal	Pearson Correlation	1,000**	1,000**	1,000**	1,000**	1,000**	1,000**	1,000**	1,000**	1,000**	1,000**	1,000**	1,000**	1,000**	1,000**	1,000**	1,000**
	Sig. (2-tailed)	,000	,000	,000	,000	,000	,000	,000	,000	,000	,000	,000	,000	,000	,000	,000	,000
	N	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25

** . Correlation is significant at the 0.01 level (2-tailed).

	N	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
Soal 13	Pearson Correlation	1,000**	1,000**	1,000**	1,000**	1,000**	1,000**	1,000**	1,000**	1,000**	1,000**	1,000**	1,000**	1,000**	1,000**	1,000**	1,000**
	Sig. (2-tailed)	,000	,000	,000	,000	,000	,000	,000	,000	,000	,000	,000	,000	,000	,000	,000	,000
	N	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
Soal 14	Pearson Correlation	1,000**	1,000**	1,000**	1,000**	1,000**	1,000**	1,000**	1,000**	1,000**	1,000**	1,000**	1,000**	1,000**	1,000**	1,000**	1,000**
	Sig. (2-tailed)	,000	,000	,000	,000	,000	,000	,000	,000	,000	,000	,000	,000	,000	,000	,000	,000
	N	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
Soal 15	Pearson Correlation	1,000**	1,000**	1,000**	1,000**	1,000**	1,000**	1,000**	1,000**	1,000**	1,000**	1,000**	1,000**	1,000**	1,000**	1,000**	1,000**
	Sig. (2-tailed)	,000	,000	,000	,000	,000	,000	,000	,000	,000	,000	,000	,000	,000	,000	,000	,000
	N	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
Skort total	Pearson Correlation	1,000**	1,000**	1,000**	1,000**	1,000**	1,000**	1,000**	1,000**	1,000**	1,000**	1,000**	1,000**	1,000**	1,000**	1,000**	1,000**
	Sig. (2-tailed)	,000	,000	,000	,000	,000	,000	,000	,000	,000	,000	,000	,000	,000	,000	,000	,000
	N	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25

** . Correlation is significant at the 0.01 level (2-tailed).

APPENDIX 15

JAWABAN SISWA DAN DOKUMENTASI

NAMA : M Al-Fatih
Kelas : X.OP

RESEARCH INSTRUMENT

THE USE OF VLOG ENGLISH LEARNING YOUTUBE CHANNEL IN IMPROVING THE STUDENTS' LISTENING SKILL AT THE FIRST SEMESTER OF THE VOCATIONAL GRADE OF SMKs 6 MUHAMMADIYAH LEBONG UTARA IN 2023 ACADEMIC YEAR

Item : Post test

Listening test
(Instrument)

70

12

I. Listen to identify the topic

Listen to the vloggers' story on the speaker and then answer the following questions.

1. What is the topic of the vlog that you hear in the speaker? *Inggris dan kota tua*

2. What is the best title from the vlog? *the best title kota tua Pluket*

II. Listen to identify the main idea

Listen to the story of the speaker and then answer the following questions.

Three vloggers' talk about and describe the old town.

1. What is the main idea of the first vlog? *kota tua Nuremberg penuh sejarah dan banyak wisatawan yang datang*

2. What is the vloggers' main point in the second vlog? *kota tua yang indah yang berserabut dan indah yang*

3. What is the vloggers' primarily concerned about in the third vlog? *kota tua antalya yang cantik dan bangunannya*

III. Listen to identify details

Listen to the story of the speaker and then answer the following questions.

Three vloggers' talk about and describe the old town.

For each statement below, write 1, 2 or 3 depending on whether you hear the statement during the old town description 1, 2 or 3 if the statement is not made during any description write N

Write: 1. -> for the first old town
2. -> for the second old town
3. -> for the third old town
4. -> None old town

1. There are colonial buildings all over this old town called red shops? *2*

2. The town of Antalya is really beautiful? *3*

3. Vloggers are so excited to be in Nuremberg because they hear the full history of it? *1*

4. Nobody knows the camera exists? *N*

5. In the old city area is Fatahillah square? *2*

6. Nuremberg has another famous food, namely pretzels? *1*

7. All the original museum furniture here is from the 18th and 19th centuries? *2*


8. Two people had a big fight in the museum? *N*

9. Many people running there? *1*

10. People taking photos on the beach? *1*

MAMA & YIN Lestari
KLS B X AK

RESEARCH INSTRUMENT



SMKS 6 MUHAMMADIYAH LEBONG

THE USE OF VLOG ENGLISH LEARNING YOUTUBE CHANNEL IN IMPROVING THE STUDENTS' LISTENING SKILL AT THE FIRST SEMESTER OF THE VOCATIONAL GRADE OF SMKS 6 MUHAMMADIYAH LEBONG UTARA IN 2023 ACADEMIC YEAR

Item : Post test

92

**Listening test
(Instrument)**

I. Listen to identify the topic

Listen to the vloggers' story on the speaker and then answer the following questions.

1. What is the topic of the vlog that you hear in the speaker? ... Kota tua Phuket
2. What is the best title from the vlog? ... Kota tua Phuket

II. Listen to identify the main idea

Listen to the story of the speaker and then answer the following questions.

Three vloggers' talk about and describe the old town.

1. What is the main idea of the first vlog? Kota tua banyak bangunan tertent
2. What is the vloggers' main point in the second vlog? Kota tua Jakarta yang bersesarah dan indah
3. What is the vloggers' primarily concerned about in the third vlog? Kota ananda yang cantik dan bangunanya bagus

III. Listen to identify details

Listen to the story of the speaker and then answer the following questions.

Three vloggers' talk about and describe the old town.

For each statement below, write 1, 2 or 3 depending on whether you hear the statement during the old town description 1, 2 or 3 if the statement is not made during any description write N

Write: 1. → for the first old town
2. → for the second old town
3. → for the third old town
4. → to None old town

1. There are colonial buildings all over this old town called red shops? 2
2. The town of Antalya is really beautiful? 3
3. Vloggers are so excited to be in Nuremberg because they hear the full history of it? ... 1
4. Nobody knows the camera exists? ... 1
5. In the old city area is Fatahillah square? ... 2
6. Nuremberg has another famous food, namely pretzels? ... 1
7. All the original museum furniture here is from the 18th and 19th centuries? ... 2
8. Two people had a big fight in the museum? ... 1
9. Many people running there? ... 1
10. People taking photos on the beach? ... 1

Nama : Ramada Rizki
Kelas : X OP
RESEARCH INSTRUMENT



THE USE OF VLOG ENGLISH LEARNING YOUTUBE CHANNEL IN IMPROVING THE STUDENTS' LISTENING SKILL AT THE FIRST SEMESTER OF THE VOCATIONAL GRADE OF SMKS 6 MUHAMMADIYAH LEBONG UTARA IN 2023 ACADEMIC YEAR

Item : Pre-test

Listening test
(Instrument)

40

I. Listen to identify the topic

Listen to the vloggers' story on the speaker and then answer the following questions.

- ✓ 1. What is the topic of the vlog that you hear in the speaker? Describe about Swiss old town
- ✓ 2. What is the best title from the vlog? The best title from the vlog Swiss old town

II. Listen to identify the main idea

Listen to the story of the speaker and then answer the following questions.

Three vloggers' talk about and describe the old town.

- ✓ 1. What is the main idea of the first vlog?
- ✓ 2. What is the vloggers' main point in the second vlog?
- ✓ 3. What is the vloggers' primarily concerned about in the third vlog? Trip to stock home's old town - which is better visit and the building are also nice

Listen to the story of the speaker and then answer the following questions.

Three vloggers' talk about and describe the old town.

For each statement below, write 1, 2 or 3 depending on whether you hear the statement during the old town description 1, 2 or 3 if the statement is not made during any description write N

Write: 1. -> for the first old town

2. -> for the second old town

3. -> for the third old town

4. -> to None old town

- ✓ 1. There's a metal spider-like tower in the middle of the road which is pretty cool?.... 1
- ✓ 2. The museum is very interesting?....
- ✓ 3. The old town which has small areas and small cobbled streets and alleys is also cute?....
- ✓ 4. Nobody knew there was a video recorder?.... N
- ✓ 5. In the old town area there is a museum of illusions and mirrors?.... 2
- ✓ 6. In place of the vasa musset there is a unique and spooky doll?....
- ✓ 7. Many children play there?....
- ✓ 8. Four people had a big fight in the museum?....
- ✓ 9. People taking photos on the beach?....
- ✓ 10. Many people running there?....

Nama : Ftisca
Kelas : X Ac

RESEARCH INSTRUMENT



THE USE OF VLOG ENGLISH LEARNING YOUTUBE CHANNEL IN IMPROVING THE STUDENTS' LISTENING SKILL AT THE FIRST SEMESTER OF THE VOCATIONAL GRADE OF SMKS 6 MUHAMMADIYAH LEBONG UTARA IN 2023 ACADEMIC YEAR

Item : Pre-test

Listening test
(Instrument)

59

I. Listen to identify the topic

Listen to the vloggers' story on the speaker and then answer the following questions.

1. What is the topic of the vlog that you hear in the speaker? ... Describe about Swiss old town.
2. What is the best title from the vlog? ... the best title from the vlog Swiss old town.

II. Listen to identify the main idea

Listen to the story of the speaker and then answer the following questions.

Three vloggers' talk about and describe the old town.

1. What is the main idea of the first vlog?
2. What is the vloggers' main point in the second vlog? Travel to the old town of Jember a village which is historic and also beautiful.
3. What is the vloggers' primarily concerned about in the third vlog?

III. Listen to identify details

Listen to the story of the speaker and then answer the following questions.

Three vloggers' talk about and describe the old town.

For each statement below, write 1, 2 or 3 depending on whether you hear the statement during the old town description 1, 2 or 3 if the statement is not made during any description write N

Write: 1. → for the first old town

2. → for the second old town

3. → for the third old town

4. → to None old town

1. There are colonial buildings all over this old town called red shops? ... 1
2. The town of Antalya is really beautiful? ... 3
3. Vloggers are so excited to be in Nuremberg because they hear the full history of it? ... 1
4. Nobody knows the camera exists? ... N
5. In the old city area is Fatahillah square? ... 1
6. Nuremberg has another famous food, namely pretzels? ... 1
7. All the original museum furniture here is from the 18th and 19th centuries? ... N
8. Two people had a big fight in the museum? ... N
9. Many people running there? ... N
10. People taking photos on the beach? ... 2

III

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APPENDIX 16

Documentation



Pre-test control class



Post-test control class



Pre-test experimental class



Post-test experimental class



Treatment

APPENDIX 17

BIOGRAPHY



The author, Mesis Arianti was born in Talang Bunut, 04 May 2001 Lebong Indonesia. She is the youngest daughter in her family from Armal Mukti and Merida. She has an older brother, an older brother named Singgi Simpati. The author began his education at SD SDN 06 Suka Raja then junior high school at SMPN 01 Uram Jaya and vocational school at SMKS 6 Muhammadiyah Lebong Utara. At the Curup State Islamic Institute, the author was accepted at the Department of English Education, Faculty of Tarbiyah and Teacher Training. on campus the author tries to develop and add insight into his knowledge. While active on campus, the author has also participated in organizations namely LDK, KAMMI, KPIB and also IPML, the author has gained a lot of experience on campus and in his organization.