THE EFFECT OF USING OME TV IN EXPLICIT INSTRUCTION LEARNING MODEL ON STUDENTS' LISTENING SKILL

(Study Quasy Experimental on tenth grade SMAN 8 Rejang Lebong)

THESIS

This Thesis is submitted to fulfill the requirement For "Sarjana"

degree in English Language Education

BY

RISKI INDRIANI

NIM: 19551053

ENGLISH TADRIS STUDY PROGRAM FACULTY OF TARBIYAH

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KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI (IAIN) CURUP
FAKULTAS TARBIYAH
Jalan : Dr. AK Gani No. 01 PO 108 Tlp (0732) 21010 -21759 Fax 21010
Hoepage: http://www.laincurup.ac.id Email: admin@iaincurup.ac.id Kode Pos 39119

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Name	:	Riski Indriani
NIM	:	19551053
Department	:	English Study Program
Title	:	THE EFFECT OF USING OME TV IN EXPLICIT INSTRUCTION LEARNING MODEL ON STUDENTS' LISTENING SKILL

Has been examined by examining board of the English *Tadris* Study Program of Institute Agama Islam Negeri (IAIN) Curup, on :

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Has been received to fulfil a partial requirements for the degree of Strata 1 in English *Tadris* Study Program of Tarbiyah Faculty IAIN Curup.

Examiners

Head

Dr.Prihantoro, M.Pd
NIP. 197508202008011004

Secretary

Dr. Paidi Gusmuliana, M.Pd
NIP. 198408172015021004

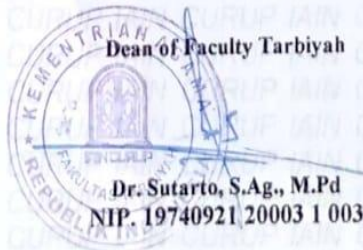Examiner I

Jumatul Hidayah, M.Pd
NIP. 197802242002122002

Examiner II

Sarwo Edy, M.Pd
NIP. 198106072023211011

Dean of Faculty Tarbiyah

Dr. Sutarto, S.Ag., M.Pd
NIP. 19740921 20003 1 003

THE STATEMENT OF OWNERSHIP

The writer who sign below:

Name   : Riski Indriani

Nim   19551053

Faculty   : Tarbiyah

Prodi   : TBI (Tadris Bahasa Inggris)

State that the thesis is entitled **"The Effect Of Using Ome TV In Explicit Instruction Learning Model On Students' Listening Skill"** This statement is made true, if in the next day there any mistake the writer ready to accept the punishment or other criticism from IAIN suitable with its regulation.

Curup, February 2024

The Researcher

Riski Indriani

19551053

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 proposal successfully. Secondly, peace and salutation always be given to our prophet Muhammad SAW who has guided us from the darkness to brightness. This proposal entitled **" The Effect Of Using Ome TV In Explicit Instruction Learning Model On Students' Listening Skill"**.

The purpose of writing this research proposal 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 proposal will be useful for readers and other interested parties, and can be used as a reference for future researchers.

Curup, February 2024

The Researcher,

Riski Indriani

19551053

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

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Alhamdullilahirabbil'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 Ome TV In Explicit Instruction Learning Model On Students' Listening Skill"** 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:

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Curup, February 2024

The Researcher

Riski Indriani

NIM.19551053

Motto

" Verily, Allah is with those who fear and those who

do good."

(QS. An-Nahl:128)

" The Most Beautiful Sight Under the Starry sky is seeing a

happy mom and dad"

" I came, I tutored, I took the exam, I revised, and I won

Dedication

This thesis is dedicated to:

- ❖ My beloved father (Hermanto) and my pulse, mother (Surya) who have raised me will be full of prayers and work hard wholeheartedly, educate, support, with full responsibility and sincerity, as well as full of affection and love that will never be repaid, may all the good things that have been given always get an abundance of grace and blessings in the presence of Allah SWT.

- ❖ My brothers, (Suharman H.W), (Priadinata) my sister (Seka Gustriana) and my grandma, that always support me and praying for my success.

- ❖ All my best friends, especially Sri manangkalu, thank you for providing a shoulder to cry on and providing help when I need it.

- ❖ My teachers from elementary school to college, especially the lecturers of IAIN CURUP who have guided and become my second parents in the field of education, may the knowledge provided always be useful for me and the people around me

- ❖ All levels of society, with the hope that this scientific work is useful for the benefit of the people

- ❖ To my beloved self, who has gone through every challenge, conquered obstacles, and with determination carved this thesis journey. May this dedication and hard work be the first milestone towards greater success. Thank you for your own perseverance and spirit

ABSTRACT

RISKI INDRIANI.2024:THE EFFECT OF USING OME TV IN EXPLICIT INSTRUCTION LEARNING MODEL ON STUDENTS' LISTENING SKILL

(A Quasy-Experimental Quantitative Study at the Eleventh Grade Students' of SMAN 8 Rejang Lebong)

This research aimed to know the effect of using the Ome TV application on students' listening skill. The objective of this research is to find out whether there is a significant effect of using Ome TV in explicit instruction learning model toward students' listening skill. The research method of the research is quasi experimental method which knows a significant of using Ome TV in explicit instruction toward students' listening skill. The experimental group is treated by applying Ome TV in developing students' listening skill while in control group used conventional technique, The total number of population is 85 Students. Research design used in this research was a nonequivalent control group design. There are experimental group and control group. The total number of sample is 37 students. The pretest is given to both groups before giving treatment. The after giving the treatment for six 6 materials the post-test administrated for both groups. The mean score of post-test result in experimental group is 79,17 and the mean score in control group is 67.37   It can be seen there are different use of students' listening skill between experimental and control class. Finally, it can be stated that employing the Ome TV to teach listening skill had improvement impact on students' listening skill.

Keywords: Ome TV, Explicit Instruction, Listening.

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CHAPTER I

INTRODUCTION

This chapter elaborates the overview of the research. The writer attempts to explain background of the research, hypothesis, research questions, objective of the research, identification of the problem, scope of the research, and significance of the research.

A. Background of the Research

The development of science and technology makes it easier for us to access various learning resources, enabling each teacher to use various learning sources and media choices that are suitable for the material to be taught. Media is an intermediary that conveys information between sources and recipients[1]. The development of technology to a large extent this development has effect.

One of the advances in ICT that provides significant contribution to English learning Teaching is internal communication. Technology allows students' to communicate with native English speakers around the world. Through video call or chat applications like Ome TV application. Students' can practice speaking and listening directly with native speakers without having to go to an English-speaking country. This helps students' to hone their speaking and listening skills in a real context.

Media interactive is a material presentation system recorded

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[1] Heinich. Dkk, (1982) *Instructional Media: and the New Technology of Instruction,* New York: John Wily and Sons.

learning (visual, sound and video) and displayed with the controls computer.[2] The users don't just see and listen to the presentation but get involved respond actively, and user respond determine the rate and order of serving. As we know that the media is one of the tools that can be used to support the success of the teaching and learning process. The use of media can help teachers to convey material to students' easily and the use of media in learning can make students' more enthusiastic and motivated in receiving material, one of interactive media that can be used is the Ome TV application.

Ome TV is a popular platform and Omegle alternative that allows students' to live video chat with random foreigners from all over the world[3] Ome TV has gained popularity among language learners as a means to connect with native speakers and practice their language skills in real-conversations.[4] With Ome TV students' can practice listening skills, especially in English because at Ome TV we can meet people from various countries. And this class will be used explicit instruction learning model.

Explicit instructions learning model are designed to develop students' learning about procedural knowledge and declarative knowledge that can be teach with step by step pattern one step[5], so this can bring

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[2] Pujiriyanto. (2012) *teknologi untuk pengembangan media dan pembelajaran*, Yogyakarta: UNY Press.

[3] A. S, Ryan "(2018:187) in *optimalisasi Penggunaan Media Video Call Ome TV Sebagai Solusi Dalam Melatih Keterampilan Berbicara Bahasa Arab* (2021:58)

[4] Chen, D., Freeman, D., & Balakrishnan, R. (2019, May). *Integrating multimedia tools to enrich interactions in live streaming for language learning*. In Proceedings of the 2019 CHI Conference on Human Factors in Computing Systems (pp. 1-14).

[5] Aris shoimin (2014:76) in Khoriyah, Iftah. " *Penerapan Metode Pembelajaran Explicit Instruction Untuk Meningkatkan Hasil Hasil Belajar Siswa Pada Mata Pelajaran Pemrograman Web Kelas X Jurusan Rekayasa Perangkat Lunak (RPL) Di SMK N 1 Kebumen.*" Retrieved from Semarang (2014).

students' closer to the teacher internally so that students' are no longer embarrassed to ask questions about things what they don't understand.

Explicit instruction is a learning model that emphasizes the personal approach of the teacher and students[6] However, it is crucial to approach the use of video live streaming "Ome TV" applications thoughtfully. The teachers should provide guidance and supports to students to ensure they make the most effective use of these tools. Teaching models that include the use of video can reach more audiences giving students' more oppurtunities in developing memory and activities learning. therefore, the implications of learning media like video can make it easier for students' to get information such as main ideas on a topic. This is because videos are effective in visualize material and help convey dynamic material. so students' can easily understand and remember the methods and points.

 Ome TV that contributed to improvements in listening skills, such as exposure to diverse accents, real-time interactions with native speakers, or engaging content.[7]

In the context of explicit instruction, with an explicit instruction as model learning, teacher can design well structured learning content using Ome TV, they can start by providing a clear introduction to the topic, the present the concepts gradual and thoroughly. Ome TV also allows teacher to provide direct feedback to students', both individually and in groups. the use of Ome TV as a learning medium supports the implementation of explicit instruction learning model of instructions by

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[6] NH, M. I . S., & Winata, H. (2016). *Meningkatkan hasil belajar siswa melalui penerapan model pembelajaran direct instruction*. Jurnal Pendidikan Manajemen Perkantoran (JPManer), 1(1), 49-60

providing an effective means for conveying information, facilitating interaction between teacher and students' as well as strengthening students' understanding of learning, and the use of strateies taught in eplicit teching mehods can hep studets' to etract information from the spoke discourse more efecively.[8]

Listening is a skill that conside difficult to master, because minim mastery of vocabulary and pronunciation, loss of concentration and wrong learning strategies. By listeing, with using Ome TV application as a learning media Make the studets' can acquire information and deelp what the speker say. in previous research, the student' enjoy learning listening use Ome TV application,they said that learning listening was challenging, fun, and easy to acces and it helped them improve their listening skill.

On the result of observation, on july 16 2023 in 10 grade of SMAN 8 Rejang Lebong, the researcher found that the Students' feels monotonous in lerning process in the class, and ability of students' to listen and understand foreign languages still weaknes, because difficult understanding due to little mastery of vocabulary, and lack of grammar, and the last practice is needed so that students' are directly involved in the learning process, such as using Ome TV, where students' will have real-time interaction during practice. As it progress, students' will get new information like a vocabulary that they hear and will learn it.

There are some related findings, and this study was reduplication

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[8] Amjad, S., Anwar, R. H., & Khan, M. A. (2022). *The Impact of Explicit Learning Strategy Instruction on the Academic Listening Skill of Engineering Undergraduate Students.* Pakistan Journal of Educational Research, 5(2).

of the previous studies, there are several differences between this research and previous research, including in addition to differences in research subjects, in previous research what was examined was speaking and in this study researched about listening skill and the last difference was in the learning model, in this study using the learning model explicit instructions in previous studies did not explain what learning model they used during class.

Finally, based on the theories and the explanation above, the researcher interested to conduct this research in SMAN 8 Rejang Lebong. The reason why researcher interested to choose is a still a lack of effective use for the learning process, and there are limitations to utilizing social media as a learning medium, and lack of focus on practical skill such as listening skill in language learning, and want to know students' listening skill using Ome TV in explicit learning model.

Based on the background of these problems, the writer is interested in conducting research with the tittle: **The Effect of Using Ome TV in Explicit Instruction Learning Model on Students' Listening skill** (A quasi-experiment study at first semester of tenth MIA grade students' of SMAN 8 Rejang Lebong).

B. The Research of Questions

1. How is students' listening skill before they are taught using Ome TV in explicit instruction model learning on students' listening skill?

2. How students' listening skill after they are taught using Ome TV in explicit instruction model learning on students' listening skill?

3. Is there a significant effect of using Ome TV in explicit instruction model learning on students' listening skill?

C. Objectives of the Research

Objective of the research as follows:

The first, to find out the students' listening skill before and after teaching by using Ome TV in explicit instruction model learning on students' listening skill.

The Second, to find out the students' listening skill teaching by conventional technique.

The third, to find out the effectiveness of Ome TV on students' listening skill.

D. Limitation of the Research

This research focuses on how the use of Ome TV as a learning medium in the explicit instruction learning model on students' listening skill.

E.   Significance of the Research

The significant of this research can be beneficial theoretically and practically for**;**

The first, to Improving students' listening skills, this study focuses on the use of Ome TV in an explicit instruction model to improve students' listening skills. The results of this study can provide teachers with insights into effective ways to teach and train students' in English listening skills. And secondly, this research encourages the use of technology, such as Ome TV, in English listening skills. By utilizing this technology, teachers can create a more interesting and interactive learning experience for students, which can help increase students' motivation and engagement in learning.

F. Hypothesis

The research hypothesis are formulated as follows:

1. The null hypothesis (Ho): There is no significant effect of using Ome TV in explicit instruction model learning on students' listening skill.

2. Alternative hypothesis (Ha): There is a significant effect of using Ome TV in explicit instruction model learning on students' listening skill.

G. Operational Definition

1. Ome TV

Ome TV is random video streaming platform and users can interact with

random strangers from all over the world through video chat. For improve listening skills include communication with native speakers directly. Like students can get used to hearing different accents, find new vocabulary.

2. Explicit Instruction

Explicit instruction is a learning approach in which the theacher presents lesson material with clearly structured and direct with step by step guidance, as well as specific and direct feedback. With this approach, students' can more effectively absord and understand the information taugh and better learning skills.

3. Listening skill

Listening is the activity or process of hearing and understanding what other people say or what is conveyed through various sound media, such as conversation involving reception of information and interpretation of meaning. In this research focus with fourth indicator, such as identify topic, identify detail information, identify inference, and identify reference.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter describes on some of the related theories used in this research and review of related findings.This chapter discusses the following topics: media, Ome TV, explicit instruction and listening.

A. Theoretical framework

1. Media

Media is a form of intermediary used by humans to convey or spread ideas, ideas, or opinions so that they can be accepted by audients.[9] So we can say that the media is one of the tools used to convey or explain material to participants so that what is conveyed can be conveyed properly. Teaching is not only a transfer of knowledge to the learners but also the transfer of value. So, every single teacher should be more competent in the learning process. Many factors can influence learning activity and one of them is media. With media, learning will attract more students' attention so that it can foster learning motivation, and learning materials will have a clearer meaning so that they can be better understood by students and make it possible master and achieve learning goals and students' can do more learning activities because they don't just listen to the teacher's description, but also other activities such

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[9] Afandi, M. A. (2022). *Penggunaan Media Pembelajaran Untuk Meningkatkan Motivasi Belajar Siswa* . AL IBTIDA : jurnal program study pendidikan guru madrasah ibtidayah, 10 (2), 14-28

as observing, demonstrating, and practicing.[10]

Media interactive is a material presentation system recorded learning (visual, sound and video) and displayed with the controls computer.[11]Media are any devices that assist an instructor to transmit to learner facts, skills, attitudes, knowledge and appreciation or additional materials used when using particular teaching method to make learning easy, as it intends to help both the teacher to teach more reflectively and the learner to grasp the concepts more effectively.

Based on the explanation above can be concluded that media is one of the tools used to help in the teaching process. Media is needed in teaching to make the class more interesting, meaningful, and easy to understand the lesson.

a. **Media objectives in learning**

The main purpose of learning media is so that the communicated message can be absorbed as much as possible by students as recipients of the information.[12]Media can be used in almost any discipline to enhance learning, both in class and also for out-of-class assignments. Short film and television clips, written articles, and blog postings can be viewed to reinforce concepts and spark discussion. Songs and music videos, especially when the lyrics are made available, can be used to the same effect.[13] Regarding the process of learning Functions and

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[10] Rohani, R.(2020). *Media Pembelajaran*
[20] Ismail, M. I. (2020). *Teknologi pembelajaran sebagai media pembelajaran*. Cendikia Publisher

[21]Abdul Wahab Rosydi, *Media Pembelajaran* (Cet.1; Jakarta: Ciputat Press, 2002)

[13] Carleton College, *Teaching and Learning Economics*, Blog of
Carleton.https:serc.carleton.edu/econ/media/why.html (5 of September 2020

Benefits of Media in learning English, students' will learn language skills The existence of learning media in the teaching and learning process helps students' to stay enthusiastic and be more motivated to learn.

In the teaching and learning process, the media has a very important function; in general, the function of the media is as a message channel. Initially, the media only functions as a tool in teaching and learning activities, namely in the form of a means that can provide visual experiences to students' to encourage learning motivation, clarify, and facilitate abstract concepts to become simpler, more concrete, and easy to understand.[14]

The use of media in the teaching and learning process can generate new desires and interests, generate motivation, and bring psychological influences on students'. Not only that, the existence of media can help students' more easily understand the material explained and present data interestingly and reliably.

Technological developments that are getting faster produce a lot of new media that are getting faster produce a lot of new media that are increasingly sophisticated and fast. One of them is the Ome TV application, with Ome TV can contributed to improvements in listening skills, such as exposure to diverse accents, real-time interactions with native speakers, or engaging content.[15]

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[14] Basyiruddin Usman Asnawir, *Media Pembelajaran* (Cet. I; Jakarta: Ciputat Press, 2002)

[15] Chen, D., et al. (2019, may*). Integrating Multimedia Tools to Enrich Interactions in live Streaming for Language Learning*. In proceedings of the 2019 CHI Conference on Human Factors in Computing System (pp. 1-14).

2. Ome TV

In modern era communication is more develop with technological, one of technology that can be used to communication and improve students' listening skill is Ome TV application.

Ome TV is a random chat app that lets you chat with people from all over the world. Available for Android and iPhone (IOS), apart from the web version, the app offers a chat platform similar to Omegle chat, although there is no link between the two companies. This application was created by Leif K-Brooks from the state of Vermont, a state of the United States.

Ome TV is a popular platform and Omegle alternative that allows students' to live video chat with random foreigners from all over the world.[16] By using Ome TV, students' will have the opportunity to practice listening to and understanding the foreign language spoken by their interlocutors. That most students' perceived an improvement in their listening skills through Ome TV[17].Based on the official Ome TV is an application that will connect students' with many people around the world. Ome TV can pair students' with strangers from all over the world and each student can instantly start a video chat with them via a web camera. Starting a chat via the website is very easy and simple to do; students' only need to have a PC with an internet connection and a working webcam. When students' visit the website, students' can select

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[16] A. S, Ryan "(2018:187) in *optimalisasi Penggunaan Media Video Call Ome TV Sebagai Solusi Dalam Melatih Keterampilan Berbicara Bahasa Arab* (2021:58)

[17] Ratnawati, et al. *"The Influence of Ome TV: Exploring the Impact on Students' Listening Skills through Video Live Streaming."* Tamaddun 22.1 (2023):75-84.

the country where the user is chatting, by default it is set to all and students' can also determine the gender whether the student is male or female, then students' can click the Start button to start chatting. Ome TV is a video chat site application to connect users with other people from different background and countries.[18]

a. **How to use Ome TV**

To access Ome TV it's very easy, we can use cell phone and laptop or pc to play Ome TV.

1. Use Cell Phone

- Open the Ome TV application on your mobile phone

- Once downloaded, open the application and run it and log in with Facebook or VK

- Enter your country of origin in the country field

- Tap start, the application then randomly selects a partner appears on the screen

- You can chat and watch your partner's videos, if you want to quit after interacting, tap stop, and if you want to find another partner tap next.

2. Use Ome TV on Laptop

- Open the https://ome.tv site via a browser. On the Ome TV web page and select the "Star" option to start video calls and chats.

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[18] Suatekno 2021 in Nisa, F.N. (2022). *The use Ome TV application in learning speaking at MTs Muhammadiyah 27 tlogosadang Lamongan (Doctoral dissertation, Universitas Muhammadiyah Malang)* hlm.6

- This method is more or less the same as in the Ome TV application, to be able to stop the chat, friends need to click the "Stop" button and if you want to continue looking for other people, please click the "Next" button.

3. Ome TV in English Learning Teaching

   To use Ome TV to learn to listen, follow these steps:

- Choose a topic

  Ome TV covers a wide range of topics, such as news, entertainment or general conversation. Choose an interesting topic that matches the learning material.

- Join the conversation

  Log in to the Ome TV chat and join conversations that interest you. You will be connected with random users, and can start listening to their conversations.

- Active listening

  Pay close attention to the conversation and try to understand as much as possible. Focus on the words, phrases, and pronunciation used by the speaker.

- Take notes

  Note down any new vocabulary, expressions, or phrases that you encounter during the conversation

  If you don't understand something, Ome TV allows users to replay the conversation or a specific part. Utilize this feature to listen again and improve understanding. Furthermore, participate and respond to the interlocutor on Ome TV to practice speaking,

this will not only improve listening skills, but also improve speaking ability. In this study, Ome TV is used as a learning medium and uses explicit instruction as learning model, because explicit instruction is a teaching approach specifically designed to support students' learning processes related to well-structured declarative knowledge and procedural knowledge that can be taught with activity patterns gradual, step by step.

3. **Explicit Instruction**

Explicit instruction is a special form of action-oriented learning aimed at developing learning procedural and declarative knowledge that can be transferred step by step[19]. a distinct teaching strategy is one of teaching methods specifically designed to support students' learning[20],This strategy refers to declarative and procedural knowledge that is structured and can be taught step by step. This strategy is often referred to as the direct teaching model.

Explicit instruction (direct teaching) is an approach designed to develop students' learning about procedural knowledge and declarative knowledge that can be taught in a step-by-step pattern.

Based on the above description above, it can be conclude that the Explicit Instruction model is an approach or learning designed to develop students learning through procedural and declarative knowledge.

a. **Explicit Model Learning Steps**

[19] Rosenshine, Barak, and Robert Stevens. "*Teaching functions*." Handbook of research on teaching 3 (1986): 376-391.
[20] Huda, M. 2013. *Model-Model Pengajaran dan Pembelajaran*. Yogyakarta: Pustaka Pelajar

The explicit learning model is teacher focused learning; this learning is specifically designed to develop students' learning through procedural and declarative knowledge that can be taught in step by step pattern. The stages of the learning model for explicit whit top-down technique to listening skill[21]

- Orientation

  The teacher delivers goals and prepare students, teachers can give a direct example of how to learning rules with top-down technique.

- Presentation

  The teacher give consecutive instructions, break the lesson materials into smaller parts, and teach students about each step separately before combining it into whole and give a concreat example of how identification detail information,main idea

- Structured Exercise

  Give a chance to students' to practice with use top-down technique in listening the audio of Ome TV video and give a feedback individual when they are practice.

- Guided training

  After the listening practice, facilitate a group discussion about students' experience and their understanding of the material they heard. Encourage reflection on the effectiveness of top-down technique and how they can improve listening skill

- Self-exercise.

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[21] Joyce, B., et al. (2008). *Models of Learning, tools for teaching. McGraw-Hill Education* (UK)

Provide additional practice where students can practice listening using top-down technique independently.

b. Explicit Instruction in ELT

Vocational teaching is an effective method of English learning. They argue that teachers should clearly and directly teach concepts and skills to students in language that they can understand. Teachers must also use a variety of explicit and systematic teaching strategies, such as modeling, step-by-step instruction, and recurring practice.[22] The stages or procedure of the learning model explicit instruction in ELT:

1. Starting by explaining to students what is meant by explicit instructions.

2. Choose a particular skill or concept you would like to teach. For example, want to teach giving materials

3. Give a clear explanation of the skill or the concept. Start by explaining what it is.

4. Modeling skills or concepts, Show the students' how to apply the giving opinion material, describe the process step by step and explain each step. After giving an example then ask students' to repeat it after you.

5. Give practice guidance. Provide students' with exercises or activities where they can practice using skills or concepts. Give

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[22] Archer, Anita and Charles A. Hughes. 2011. *from Explicit Instruction: Effective and Efficient Teaching*. New York. The Guilford Press.

clear instructions and examples to guide them. Monitor their progress and provide needed feedback and assistance.

6. Give students' the opportunity to practice Independently. Set up additional homework or practice activities where students' can apply skills or concepts independently. Encourage them to seek help or clarification if needed.

7. Assess students' understanding and mastery of skills or concepts. Use a quiz, test, or other formative assessment to evaluate their progress. Give feedback and review to see anything that might need additional help.

8. Provide ongoing opportunities for students to review and practice skills or concepts. Use games, group activities, or real-life scenarios to apply and strengthen what they have learned.

c. **Explicit Instruction used Ome TV**

The stages or procedure of the learning model explicit instruction used Ome TV

1. Orientation

   The teacher explains the TPK, background information for the lesson, like explain the flow, learning objectives and the teacher will introduce the learning media used namely Ome TV, importance of the lesson, and prepares the students' for learning.

2. Presentation

   The teacher begins to explain what Ome TV is and how to play

Ome TV, and explain material of the lesson using Ome TV Video with step by step.

3. Structured exercise

    The teachers plan and give initial instruction to students' like after introducing and how to play Ome TV, the teacher instructs students' to watch videos from Ome TV users like Viki naki and others.

4. Guided Training

    Followed by the teacher instructing students' to practice like the example from the Ome TV video shown, and the teacher checks whether students' have successfully performed the task well by giving them the opportunity to practice concepts and skills, then seeing whether they have succeeded in giving positive feedback or not.

5. Self-exercise

    Provide additional exercise where students' can practice listening using technique independently by using Ome Tv .

d. Purpose and Characteristics of Explicit Instruction

The main purpose of using this model is to maximize students' learning time, but the educational effect is to achieve complete academic content and skills, increase student motivation, and improve student performance.[23]Explicit or direct instruction

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[23] Huda, Miftahul. (2013). *Model-Model Pengajaran dan Pembelajaran (Isu-isu Methodist dan Paradigmatis)*. Yogyakarta: Pustaka Pelajar.

model by Arendt students' learn basic skills, Receive step-by-step information.

There are several characteristics of explicit instruction, as follow:

1. The impact of learning objectives and models on students is learning assessment process.

2. Procedure or general patterns and flow of learning activities

3. Management systems and learning environment models are required in the correct order you can succeed in certain learning activities.

e. **Advantages of Explicit Instruction**

The advantages of explicit instruction learning model as follow:

1. Student can actually master their knowledge.

2. All student are active involved in learning.

   To practice listening skill on Ome TV by using explicit instruction the students' can listen to every word or conversation on Ome TV and then do it with step by step.

4. **Listening Skill**

a. **The Nature of Listening**

Listening is a process where listeners listen to speakers to receive, interpret, and understanding the information. This maybe looks easy and simple, but it is not easy as it look, since listening requires not only ears to receive the information but also requires

thinking and prior knowledge in order to interpret and understand the spoken input correctly. In Roost's book listening is defined as one of the process of communication which includes four types of orientation, which are receptive, constructive, collaborative, and transformative orientations. The term "receptive orientation" Means receiving what the speaker actually says while the terms "constructive orientation" means constructing and representing meaning. Meanwhile the term "constructive" means negotiating meaning with the speaker and responding while the term "transformative" orientation means creating meaning through Involvement, imagination and empathy.[24]

b. **Type of Listening Material**

The materials that the students' can listen to the precisely elaborated in the following:[25]

1. Dialogue

   Dialogue is the same of conversation or talk. It is a discussion between people with different opinions. It can be divided into two unscripted and scripted.

2. Conversation.

a) Unscripted, spontaneous Conversation and discussion between: the learner and other foreign language speakers, the learner and native speakers, and other foreign language

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

[25] Harmer, J. (2015). *The Practice of English Languange Teaching (with DVD).* pearson

speaker without the learner participation.

b) Scripted conversation, e.g. dialogue in plays in films, usually between native speakers. This often tries to stimulate authentic conversation and many of the characteristics will be the same. In fact there is usually much less redundancy.

3. Monologue

Monologue is a long short speech by person in a conversation which is prevents other people from talking. It is usually done in a story-telling, story reading, or in a lecturing.

c. Teaching Listening

There are some principles of teaching listening skill that should be known by the teacher.[26]

1. Listening should receive primary attention in the early stage of ESL instruction. It means that to learn English language, students should be familiar first with the listening process.

2. Listening should maximize the use of material that is relevant to students' real life. It can make students know how Important the material in the real life.

3. Listening should maximize the use of authentic language, because students are difficult to understand if the teacher uses difficult word.

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[26] H Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy,*" three edition, (San Francisco, 2007)

4. Listening should vary the materials in terms of speakers' gender, age, dialect, accent, topic, speed, noise, level, and genre. The purpose of that principle is to make the students interested in the material given in every meeting.

5. The teacher should always ask the students to listen to the purposes of listening and ask them to show their comprehension in a task. It can drill their listening skill.

6. the language material intended to be used for training

   Listening comprehension should never be presented visually first, the students have to be familiar with the audio first.

   From the principles above, we could understand that the teacher should pay full attention in teaching listening. One of the principles is the teacher should ask the purpose of listening to the students. In order the teachers teach listening become more effective. It can be concluded that teaching listening is transferring some material by giving the understanding of language system.

   a. **Assessing Listening Skills**

   Types of assessing listening skills are various ways to evaluate how well someone can understand and respond to spoken language. There are several types of listening assessment tasks that measure different aspects of listening skills[27], such as:

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[27] Hamid, A. H. (2015). *Strategi Pembelajaran Menyimak*. Jurnal Al Bayan: Jurnal Jurusan Pendidikan Bahasa Arab, 7(2), 1-27.

1. Intensive listening: This type of task tests the listener's ability to recognize phonemes, morphemes, words, intonation, and discourse markers within a short span of language. Examples of tasks are rewriting or phonetic writing.

2. Responsive listening: This type of task tests the listener's ability to understand and answer questions or commands in dialog. Examples of tasks are multiple choice or short answer questions.

3. Selective listening: This type of task tests the listener's ability to identify specific information or details in longer speech. Examples of tasks are note-taking or gap-filling.

4. Extensive listening: This type of task tests the listener's ability to understand the main idea and general meaning of a long, complex speech. Examples of tasks are summarizing or elaborating.

5. Interactive listening: This type of task tests the listener's ability to participate in a conversation and exchange information with another speaker. Examples of tasks are role-playing or interviewing.

6. Critical listening: This type of task tests the listener's ability to analyze, evaluate, and critique speech based on logic, evidence, and perspective. An example of the task is giving an opinion or argumentation.

   In this study, the researcher will use responsive assessing listening because the test will uses multiple choice questions.

b. Components of listening skills

The components of listening skills that include the ability to understand foreign language sounds are[28]:

1. Segmental listening: The ability to listen and distinguish sounds, such as phonemes, syllables, and intonation.

2. Suprasegmental listening: The ability to listen and understand intonation, word stress, and sentence rhythm.

3. Listening for gist: The ability to understand the main idea or general meaning of the information listened to.

4. Listening for specific information: The ability to listen for specific information, such as names, dates, or places.

5. Listening for inference: The ability to understand and infer the hidden or implicit meaning of the information listened to.

6. Listening for attitude and affect: The ability to understand the emotion, tone of voice, or attitude contained in a conversation or utterance.

7. Listening in large-scale discourse: The ability to understand broader discourse.

c. Elements of Listening Skills

The Elements of listening skills that include are[29]:

1. Attention: The ability to focus attention on the sounds being

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[28] Brown, H. D., & lee, H. (2015). Teaching Principls. P. Ed Australia.

[29] Rost, M., & Brown, S. (2022). *Second language listening. Handbook of practical second language teaching and learning*, 238-255

listened to without distraction.

2. Memory: The ability to recall information listened to in the long term or short term.

3. Anticipation: The ability to anticipate what is to come based on context and previously listened information.

4. Reasoning and inference: The ability to use reasoning and inference to understand the hidden or implicit meaning of the information listened to.

5. Interpretation: The ability to interpret the listened information according to the context and existing knowledge.

6. Evaluation: The ability to evaluate listened information, such as source credibility, relevance, or truth fulness.

7. Response: The ability to respond verbally to the listened information, such as giving a response.

d. Strategy teaching listening

In this research the resarher use the strategy to teaching in learning process

1. Top-Down

   Top-Down processing refers to the learners use of schemata or knowledge to understand the information received.

2. Bottom-Up

   Bottom-Up processing refers to the process of understanding information through sound analysis, word meaning, and grammar.

   And in this study will use Top-Doen strategy in learninmg

process with Ome TV application as a learning media in Explicit instruction as model learning.

B. Review of The related findings

Many researchers have conducted the research about Ome TV as an interactive media, their findings are as follow;

The first study is entitle "Ome TV Video Chat Application In Improving Students' Speaking skill at SMAN 2 ParePare" this research was conducted by Sharfina Sukhemi, In this thesis research, the main focus is to examine the extent to which Ome TV application can improve students' speaking skills at SMAN 2 Pare Pare. This research will involve students' as research subjects who will use this application to interact and practice speaking in English.

The second study is entitling "The influence of Ome TV Toward students' speaking skills" this research was conducted by Himmatul Ulya,et al.The research focused on examining how the usage of Ome TV, a platform for random video chat, impacts the speaking skills of students. The study aims to explore whether Ome TV positively or negatively affects students' ability to speak confidently, fluently, and accurately in English.

The third study is entitle "The Use of Ome TV Application in Learning Speaking at MTs Muhammadiyah 27 Tlogosadang Lamongan" this research was conducted by Fitrotun Nisa. The focus of this research is on the implementation process, advantages, and challenges faced in using

the application for speaking practice.

The fourth study is entitled "The influence of Ome TV: exploring the impact on students' listening skills through video live streaming"

This research was conducted by Ratnawati, et al.

The study aims to investigate the influence of 'Ome TV' on students' listening skills, identify challenges faced by students in using the application for listening practice, understand students' perceptions of the application's effectiveness, and provide recommendations for optimizing the integration of video live streaming applications in language learning environments.

And the last study is "Integrating multimedia tools to enrich interactions in live streaming for language learning". This research was conducted by Di Chen, et al.

The focus of the research is With regards to the use of multimedia in language learning through live streaming, this research explores how multimedia can be applied in the context of live streaming to enhance the interaction and learning experience in language learning.

CHAPTER III

METHODOLOGY OF THE RESEARCH

This chapter explained about the method used on the research, technique of collecting data, data analysis and reliability and validity of instruments.

A. Research Method

1. Kind of the Research

The method that the researcher used in this research is quasi-experimental study, because there are limitations in the lack of full control of the independent variables, so there is a possibility that there are other factors that affect the dependent variable that are not known or not well regulated. Experimental research is a research methodology that is used determine whether there is a significant difference between the group that did not receive treatment or received different treatment, this helps in determining whether the treatment is having a real impact. Research design in this research was a nonequivalent control group design.

In this research, there are control class and experimental class, while the in the control group using conventional technique and for the experimental group used Ome TV application with using top-down technique, and start the understanding process by building an overall understanfding first, then explaining the smaller details. The focus on understanding the overall context, main ideas, and communicative purpose of the listening material. With explicit instruction model learning to see the learning outcomes of the students' their said after being taught.

Table 3.1

Research design by Sugyono,2018:116

Class	Pretest	Treatment	Postest
Experiment	O_1	X	O_2
Control	O_3	-	O_4

Where:

O_1 : Pretest experiment class, was carried out before using Ome TV in

the explicit instruction learning model.

O_2 : Post-Test in experiment class, Was Carried out after using Ome

TV in the explicit instruction learning model.

O_3 : Pretest control class

O_4 : Postest control class

X   : Treatment learning with using Ome TV in the explicit instruction

learning model

B. Population and sample

1. Population

Population is all subject is intended to be investigated.[30] In this

research, the population is divided into the general population and the

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[30] Hadi, Sutrisno,*Statistik jilid ll*. (Yogyakarta: Andi Offs et, 1977)

target population. Population in this research is all the students' in the second semester of eleventh class of SMA Negeri 8 Rejang Lebong, because at this school still a lack of effective use for the learning process, and there are limitations to utilizing social media as a learning medium, and lack of focus on practical skill such as listening skill in language learning, and the researcher got easy access at SMA Negeri 8 Rejang Lebong to the data to make respondents as samples in the study.

Sum of population is 85. The sum of population can be seen on the table below:

Table 3.2

The Number of the Population

No	Class	Population
1	X Mia l	19
2	X Mia ll	18
3	X Iis l	24
4	X Iis ll	24
Total		85

2. Sample

Sample is part of the population taken as data source and can represent the entire population. Sample is a part of population from which we actually

collect information.[31]Sampling in this study was determined by nonequivalent control group design. To determine the sample, the researcher carried out a homogeneity test on the result showed that classes X Mia 1 and Mia ll had homogeneous data. From 85 populations, and then reduced by taking 2 classes as samples. Namely class X Mia 1 with 19 students' and X Mia II with 18 students'. So, the total of the two classes were used as a sample is 37 students'.

Table. Table 3.3

Sample. of the. study

No	Class	Male	Female	Total
1	X Mia l	5	14	19
2	X Mia ll	5	13	18
Total				37

a. Homogeneity Sample

The homogeneity test was conducted to determine whether the samples have the same variant or not. By carrying out a homogeneity test, to ensure that the characteristics or variable measured in the sample have a sufficient level of uniformity to represent the desired population or class.The results of data homogeneity testing by using SPSS 24 can be

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[31] More, David. *The Basic Practice of Statistic*. (New York: Perdue University.1996)

seen in the table below.

Table. 3.4 Homogeneity sample

Test of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
Results	Based on Mean	.228	1	48	.635
	Based on Median	.128	1	48	.723
	Based on Median and with adjusted df	.128	1	47.964	.723
	Based on trimmed Mean	.195	1	48	.661

Based on the results of the homogeneity test using spss 24, shows that the sig/p value is greater than (0,05). It means that the data is homogeneous and the sample data has the same variance.

C. Instrument of the research

This quasy-experimental research use a pre-test and post-test design, in which the researcher can conduct an assessment test, pre-test to both groups of participants. After that, the researcher gave treatment using Ome TV application with expliit instruction learning model with top-down technique. After that the researcher can provide a post-test for the two groups to assess the differences

between them and see the effect of using Ome TV application in explicit instruction learning model on students' listening skill.

The instuments of pre-test and post-tets, consisted of 20 multiple choice questions. The researcher took the contents of the instrument by using lesson plan of the school and make the question reference by video material. Before the instrument was applied to the study, the researcher tested the instruments validity and reliability by onducting a test in one of the classes in 11 grade at the school where the author conducted research.initialy, the validity of test instrument was conducted by presenting listening skill multiple choice questions, and the result showed the data of test instrument valid and reliability.

D. Technique of Collecting Data

The formulation of items to be analyzed to the study sample is known as a test. The data for this study was gathered by multiple choice tests that was divided into two parts: pre-test and post-test.

1. **Pre-test**

   Pre-test was giving to the students' before the teacher is teaching by using Ome TV as a media. The pre-test was given to the students' in both groups, experimental and control group in SMA Negeri 8 Rejang Lebong.

   Before doing the Treatment the students' are given a Pre-test with the purpose of knowing the standard ability in listening.

2. **Treatment**

Treatment is different condition under which experimental and control groups are put as usually.[32] Before doing the post test, students' gets treatment. In this research, the researcher did treatment to X MIA 2 as experimental group by using OME TV and X MIA 1 as a control group by using conventional technique.

Table 3.5

Procedure of used explicit instruction in Ome TV[33]

No	Procedure
1	Orientation: The teacher explains the TPK, background information for the lesson, like explain the flow, learning objectives and the teacher will introduce the learning media used namely Ome TV, importance of the lesson, and prepares the students' for learning.
2	Presentation The teacher begins to explain how to play Ome TV, and explain material of the lesson using Ome tv Video with step by step with top-down technique.

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[32] C.R. Khairi, *Research Methodology Method and Technique*, (India; New Age International Publisher, 2004),P.35

[33] Joyce, B., et al. (2008). *Models of Learning, tools for teaching. McGraw-Hill Education* (UK)

3	Structured Exercises The teachers plan and give initial instruction to students' like After introducing and how to play Ome TV, the teacher instructs students' to watch videos from Ome TV users like Viki naki and others and continue with practice using Ome TV.
4	Guided Training Followed by the teacher instructing students' to practice like the example from the Ome TV video shown, and the teacher checks whether students' have successfully performed the task well by giving them the opportunity to practice concepts and skills, then seeing whether they have succeeded in giving positive feedback or not.
5	Self-Exercise Teachers plan opportunities for further instruction by focusing on more complex situations or everyday life.

Table 3.6

Procedure in conventional class[34]

No	Procedure
1	Orientation The teacher explains the TPK, background information for the lesson, like explain the flow, importance of the lesson, and

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[34] Joyce, B., et al. (2008). *Models of Learning, tools for teaching. McGraw-Hill Education* (UK)

	prepares the students' for learning.	
2	Presentation The teacher explains material of the lesson using conventional technique with top-down technique.	
3	Structured Exercise After students get the material, The teachers allow students' to ask questions about the material provided.	
4	Guided training The teacher instructing students' to practice by listening to audio conversation	
5	Self-Exercise The teacher allows students' to practice independently	

3. **Post test**

After doing the treatment to the students as sample for period of experiment, the post-test administered. The post-test was multiple choice tests. The post-test will be given after the implementation of the Ome TV as in explicit instruction learning model.

The post-test is a measure of an attribute or characteristic that is assessed to students, in a post-treatment trial. The post-test will be used as a measure the ability of students' to what extent they know after getting the treatment process.

E. **Technique of Data Analysis**

The data form the pre-test and post-test were analyzed to find out whether the results of the test were similar of different. The data from pre-test and post-test were analyzed by employing these formulas:

1. **Mean Score**

Mean score is the average of a set of data. To calculate the mean score, we can add up all the data values and divide them by the amount of data. The researcher used the mean score formulas from sudjana below calculate the mean score of the pre-test and post-test results in the experimental group.[35]The mean score formula can be written as follows:

Where:

$$M = \frac{\sum X}{N}$$

Where:

M = Mean score of experimental group

$\sum y$= the sum of student scores control group

$\sum x$ = the sum of student scores in experimental group

And the table below is the result of finding the mean value for Pre- test in experimental and control class using SPSS V 24

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[35] Sudjana in Fajar Bagus Tiadi, *pengaruh pendekatan Bermain Dalam Meningkatkan Teknik Passing Pendek*, (Jakarta: Universitas Pendidikan Indonesia,2013).P.39

Table 3.7

Table of Mean Score

Descriptive Statistics

	N	Mean
PRE_CONTROL	19	61.32
POST_CONTROL	19	67.37
PRE_EXPERIMENT	18	60.56
POST_EXPERIMENT	18	79.17
Valid N (listwise)	18	

The mean score formula is used to determine the middle or center value of a group of data. By calculating the mean score, we can get information about the overall level of the data.

2. Standard Deviation

The researcher used the formula from sudjana to calculate the standard deviation of scores when conducting the study at the control group.[49]

$$SDx = \sqrt{\frac{(X-x)2}{N-1}}$$

Where:

SDx : Standard deviation of experimental group

X : Score of experimental group

x : Mean score of experimental group

N   : The total number of students in the experimental group

Y   : Scores of control group

y   : Mean scores of control group

And the table below, is the result of finding the standard deviation for Pre-test, post-test in experimental and control class using SPSS 24

Table 3.8

Table of Standard Deviation

Descriptive Statistics

	N	Std. Deviation
PRE_CONTROL	19	9.551
POST_CONTROL	19	10.188
PRE_EXPERIMENT	18	10.831
POST_EXPERIMENT	18	8.787
Valid N (listwise)	18	

This formula is used to measure how there are variables or variations in the data. Standard deviation is also used to measure the dispersion rate, which is how deviating the data point of average value. The higher the standard deviation, the greater the variety of data and the higher the rate of dislocation.

F. Validity and Reliability

a. Validity

According to Sugiyono argues a valid instrument must have internal validity and external.[36] The instrument has external validity when the criteria

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[36] Sugiyono (2018) *Metode Penelitian Kuantitatif . kualitatif dan R&D.* bandung in F, Haya (2021) Thesis

in the instrument are compiled based on facts the empirical facts that have been there. By testing the validity of the data, researcher can ensure that the data findings resulting from the data are worthy or not and the analysis has greather utility in broader context. The formula used to test the validity of this instrument is Product Moment from Karl Pearson, as follows:

$$r \ = \ \frac{\sum xy}{\sqrt{(\sum_x 2)(\sum_F 2)}}$$

Where:

r   : Validity of the instrument

Xy   : Summation of the product of each X and Y value

X   : Result in the experimental group

Y   : Result in the control group[37]

The ambiguous formula above is the formula used to calculate the coefficient of validity between two variables, **x** and **y**. coefficient of validity describes the extent to which the two variables relate or have valid relationships. On this efficient formula, r is the coefficient validity that wants to be counted. xy is the number of products from x and y data points from all participants or observations. x^2 Is the quadratic number of **x** data points from all participants or observations, and variations are the quadratic number of **y** point data points from all participants or observations.

[37] Sumarna, Suparta . Analisis validitas, Realibilitas dan Interprestasi Hasil Test. Rosda Bandung:2004,p.6

In order to determine the test validity, the researcher using SPSS 26 for windows program, which is as follows:

Table   3.9

Validity

Item	R-count	R-table	Information
1	0.0538	0.408	Valid
2	0.567	0.408	Valid
3	0.049	0.408	Valid
4	0.567	0.408	Valid
5	0.502	0.408	Valid
6	0514	0.408	Valid
7	0.414	0.408	Valid
8	0.413	0.408	Valid
9	0.514	0.408	Valid
10	0.413	0.408	Valid
11	0.439	0.408	Valid
12	0.413	0.408	Valid
13	0.415	0.408	Valid
14	0.413	0.408	Valid
15	0.498	0.408	Valid
16	0.498	0.408	Valid
17	0.498	0.408	Valid
18	0.415	0.408	Valid
19	0.498	0.408	Valid
20	0.499	0.408	Valid

Based on the results of the variable, validity test in table 1.7 on the appendix page, it shows that the variable test results are declared valid, because r-count in each item are greater than r-table (0.408).

b. **Reliability**

Reliability as the degree of consistency and stability of the data or findings. In this study, researcher used inter-rater reliability, which means

that the level of agreement is more than one, which requires a value between the assessment and the jury.

To find out whether the test was reliable or not, the researcher uses the Kappa Coefficient as follows:

Where:

$$r = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N(\sum_X 2) - (\sum X)^2\}\{N(\sum_F 2) - (\sum Y)^2\}}}$$

r : instrument Validity

X : Score in Experiment group

Y : Score in Control group

N : Number of student in a group

Based on this formula, we can calculate the correlation between two variables by calculating the number of our multiplication between the first and second variables in each data observation and putting it in this formula. The result of this calculation is the correlation value between two variables, which can range between -1 and 1. If the correlation value is close to 1, then there is a strong positive link between two variables. If the correlation value is approaching -1, then there is a strong negative link between two variables. If the correlation value is near 0, then there is no clear relationship between the two variables.

Table 3.10

Reliability

Case Processing Summary

		N	%
Cases	Valid	24	100.0
	Excluded[a]	0	.0
	Total	24	100.0

a. Listwise deletion based on all variables in the

procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.841	20

The result of this calculation is the correlation value between two

variables, which can range between -1 and 1.

Based on the reliability test in the table above, it shows that the value

(0.841) are greater than 0,1. So it can be concluded that the test data is

reliable. To interpret the level of reliability, the reliability coefficient can

be categorized on the following criteria:

Criteria	Category
0.100 – 1	Highest
0.6 - 0.8	High
0.4 - 0.5	Enough
0.2 – 0.3	Low
0 – 01	Very low

Based on the results of the reliability test showed that the value

0.841 is categorized as having a "high" level of reliability.

G. Hypothesis Testing's

Test hypothesis is to analyze data with appropriate statistical methods, and draw the conclusions based on the results of the analysis of the data. Hypothesis testing's helps determine whether the result of observations or data collected significantly support or reject the proposed hyphotesis.

Table 3.11

t-test Experimental

Independent Samples 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
Res ults	Equal variances assumed	.945	.338	-5.661	34	.000	-18.611	3.287	-25.292	-11.930
	Equal variances not assumed			-5.661	32.613	.000	-18.611	3.287	-25.302	-11.920

Table 3.12

T-test control class

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Results	Equal variances assumed	.172	.681	-1.889	36	.067	-6.053	3.204	-12.550	.445
	Equal variances not assumed			-1.889	35.851	.067	-6.053	3.204	-12.551	.446

Table 3.13

Compare mean

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Results	Equal variances assumed	.972	.331	-3.763	35	.001	-11.798	3.136	-18.164	-5.432
	Equal variances not assumed			-3.778	34.707	.001	-11.798	3.123	-18.140	-5.457

CHAPTER IV

FINDINGS & DISCUSSION

In this chapter, the researcher provides findings of the conducted research. The findings consist of the pretest calculation of students' Listening Skill before the treatment is done and post- test calculation of students' Listening Skill both conventional technique and use Ome TV as a media in experimental Class, also the researcher does calculation of the data as the basis of the discussion for this thesis.

A. FINDINGS

1. **Students' Listening Skill before implementation Ome TV**

a. The Result Of Pre-test in Control Group

The pre-test is a kind of the test used in this research to know the students' listening skill in control group and teaching with using conventional technique, habitual teaching technique commonly applied by the English teacher are implemented. Based on the test below, are the pretest result:

Table 4.1

Score Of Pre-Test (Control Class)

Description	Score of pre- test	Indicator Of Listening Skill			
		Identify the topic	Identify the detail information	Identify the inference	Identify the reference
Mean score	61,32	73,64	61	42,10	56,84
High score	73,64 (identify the detail information)				

Low score	42,10 (identify the inference)

Based on the table above, it showed that in control class group the result calculation of 19 students' scores in pre-test in control group proves that they possess the mean score as 61.32.from the result, the highest score in the control group was 75 and the lowest score was 40. Based on the scale classification as a guidance assessment (61-74) So, 61.32 are fair. Where the pre- test assessment of the control class is based on the assessment indicator of listening, it can be concluded that the class students' pre-test weak in identify the inference with average score 42.10 and a high score in identify the topic is 73.64. from the results of students' scores obtained from the four indicators, it shows that the ability of students' in the control class is 73% (fair) for identify topics, detail information 61% (fair), inference 42% (very poor) and reference 56%(poor)

b. The Result Of Pre-test in Experimental Class

This research to know the students' listening skill in experiment group and teaching before using Ome TV as a media in learning process. The result of pre-test can be viewed on the table below:

Table 4.2

Score of Pre-test (Experimental)

Description	Score of pre-test	Indicator Of Listening Skill			
		Identify the topic	Identify the detail information	Identify the inference	Identify the reference
Mean score	60.56	62.91	66.55	61.11	42.22
High score	66.55 (identify the detail information)				
Low score	42.22 (identify the reference)				

From the table above, it showed that in experimental group the result calculation of 18 students' scores in pre-test in experimental group proves that they possess the mean score as 60.56. From the result, the highest score in the experimental group was 80 and the lowest score was 40. Based on the scale classification as a guidance assessment (41-60) So,60.55 are poor. Where the pre-test assessment of the experimental class is based on the assessment indicator of listening, it can be concluded that the class students' pre-test weak in identify the reference with average score 42.22 and a high score in identify the detail information is 66.55. from the results of students' scores obtained from the four indicators, it shows that the ability of students' in the experimental class is 62% (fair) for identify topics, detail information 66% (fair), inference 61% (fair) and reference 42% (very poor).

2. Students' achievement after implementation of Ome TV

    a.   The Result of Post-Test in Control Class

In this study the researcher given the post-test in control group after the teacher implied the conventional method. The result of post-test can be viewed on the table below:

Table 4.3

Score of Post-Test (Control Class)

Description	Score of post-test	Indicator Of Listening Skill			
		Identify the topic	Identify the detail information	Identify the inference	Identify the reference
Mean score	67.37	87.69	64.42	50	57.89
High score	87.69 (identify the topic)				
Low score	57.89 (identify the reference)				

From the table above, it showed that in control class group the result calculation of 19 students' scores in post-test in control group proves that they possess the mean score as 67.37 from the result, the highest score in the control group was 85 and the lowest score was 45. Where the post-test assessment of the control class is based on the assessment indicator of listening, it can be concluded that the class students' pre-test weak in identify the reference with average score 57.89 and a high score in identify the topic is 87.69. from the results of students' scores obtained from the four indicators, it shows that the ability of students' in the control class is 87% (good)for identify topics, detail information 64%(fair), inference 50% (poor) and reference 57% (poor). Based on the scale

classification as a guidance assessment (61-75) So, 67.37 are fair.

b. Post-test in Experimental Class

The treatment was provided by the researcher ninth times in this research. a pre-test was admistered before the first treatment, and a post-test was given at the end of the treatment period. The post-test results are shown in the table below.

Table 4.4

Score of post-test (Experimental)

Description	Score of post-test	Indicator Of Listening Skill			
		Identify the topic	Identify the detail information	Identify the inference	Identify the reference
Mean score	79.17	87.01	82.16	66.6	70
High score	87.01 (identify the topic)				
Low score	65 (identify the inference)				

From the table above, it showed that in experimental group the result calculation of 18 students' scores in post-test in experimental group proves that they possess the mean score as 79.17 from the result, the highest score in the experimental group was 100 and the lowest score was 65. Where the post-test assessment of the experimental class is based on the assessment indicator of listening, it can be concluded that the class students' pre-test weak in identify the inference with average score 65 and a high score in identify the topic is 87.01. from the results of

students' scores obtained from the four indicators, it shows that the ability of students' in the experimental class is 87% (good), for identify topics, detail information 82% (good), inference 66% (fair) and reference 70% (fair). Based on the result of mean score 79.17 and see the scale classification as a guidance assessment (75-90). So,79.16aregood.

Percentage of the Indicator score

Class	Indicator (pretest)				Indicator (posttest)			
	topic	Detail information	Infer ence	Refer ence	topic	Detail information	Infere nce	Refere nce
Contr ol	73.6 4%	61%	42.1 0 %	56.8 4%	87. 69 %	64.42 %	50 %	57 %
Experi ment	62. 91 %	66.55 %	61 %	42.2 2%	87. 01 %	82.16 %	66. 6%	70 %
Criter ia	*fair*	*fair*	*very poor & fair*	*poor & very poor*	*good*	*fair & good*	*fair*	*Poo r & fair*

From the percentage score results for each indicator in the table above, the accumulation of score in all indicator pretest in control class are 58.17 % (poor), post-test 64% (fair), and for the accumulation percentage for all indicator in experimental class are, pretest 58.10% (poor) and for the posttest 76.44% (good). Which means showing significant results in the experimental class.

c. **Normality test**

The normality test was carried out on the data obtained from the pre-test and post-test, both in the control class and the experimental class. Data was said to be normal if the value obtained from the calculation is greater than 0,05 the result of the normality test are presented as follows:

Significant score = (p)

Kolmogorov Smirnov Test = (p≥0, 05) decelerated normal distribution

Shapiro-Wilk   = (p≥0, 05) decelerated normal distribution

Table 4.5

The Result Pre-test and Post-test of Normality

Tests of Normality

	Class	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	df	Sig.
results	Pretest_control class	.182	19	.098	.917	19	.099
	posttest_control class	.181	19	.103	.941	19	.278
	pretest_experiment class	.132	18	.200[*]	.977	18	.918
	posttest_experiment class	.184	18	.107	.945	18	.350

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

a. Lilliefors Significance Correction

In this study, the research used Kolmogorov-smirnov because the respondent more than 30 students'.Based from the result of calculationof the normality of pre-test and post-test. The sig/p-values

on pre-test of control class (0,098) and it is higher than (0, 05), it

means that the data is normal distribution. The p/values on post-test

control class (0,103) are higher than (0, 05). The p/values on Pre-test

experiment class (0.200) is higher than (0, 05) and post-test in

experimental class (0,107) it means higher than (0, 05).

Based on the explain above, It can be concluded that all of data

from pre-test and post-test both experimental and control class is in

normal distribution.

d. Paired sample t-test

The purpose of paired t-test is to see if there is a mean

difference between two paired or related samples. With the formula

if the calculate P-values is less than 0.05 the statistical conclusion

is that the mean difference between the paired observation is

significant.

Table 4.6

Paired Sample T-test

Paired Samples Tes

| | | | Paired Differences | | | | | | |
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower	95% Confidence Interval of the Difference Upper	t	df	Sig. (2-tailed)
Pair 1	PRE_CONTROL - POST_CONTROL	-6.053	5.158	1.183	-8.539	-3.566	-5.115	18	.000
	PRE_EXPERIMENTAL - POST_EXPERIMENTAL	-18.611	5.893	1.389	-21.541	-15.681	-13.400	17	.000

Based on the pair 2 output, the sig. (2-tailed) value is 0.000 is less than 0.005, it can be concluded that Ome TV media enhances students' listening skill. To see more clearly the average learning suit before and after the Ome TV use.

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PRE_CONTROL	61.32	19	9.551	2.191
	POST_CONTROL	67.37	19	10.188	2.337
Pair 2	PRE_EXPERIMENT	60.56	18	10.831	2.553
	POST_CONTROL	79.17	18	8.787	2.071

e. Homogeneity

The homogeneity test was conducted after the normality test. Data is said to be homogeneous if the significance value is greater than 0.05. Significance ≥ 0.05 (homogeneous), and Significance ≤ 0.05 (not homogenous)

Table 4.7

Test of Homogeneity

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
RESULT	Based on Mean	.972	1	35	.331
	Based on Median	.522	1	35	.475
	Based on Median and with adjusted df	.522	1	34.402	.475
	Based on trimmed mean	.881	1	35	.354

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.

f. Hypothesis

Independent sample t-test was used to compare two means unrelated class in order, the hypothesis testing is mended to determine the significance or not Significance of the research.

The researcher must submit an alternative hypothesis (Ha) and the null Hypothesis (Ho) as below:

1. The null hypothesis (Ho): There is no significant effect of using Ome TV in explicit instruction model learning on students' listening skill.

2. Alternative hypothesis (Ha): There is a significant effect of using Ome TV in explicit instruction model learning on students' listening skill.

With the criteria determine the significance of sig (2-tailed) = < 0, 05

Table 4.8

Independent T-test experiment

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
								Std. Error Difference	95% Confidence Interval of the Difference	
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference		Lower	Upper
res	Equal	.945	.338	-	34	.000	-	3.287	-	-11.930

		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
ults	variances assumed			5.66 1			18.611		25.292	
	Equal variances not assumed			- 5.66 1	32.6 13	.000	- 18.611	3.287	- 25.302	-11.920

From the table above, it can be see that the output of independent sample t- test showed that sig (2-tailed) is 0.000 and it was smaller than 0.05, It was tested that the T-test was higher than the T-table, (Ha) accepted). its means that there was a significant difference between the listening skills of students' in the experimental class using explicit instruction model learning with the Ome TV as a learning media.

Table 4.9

Independent Sample T-test (control)

Independent Samples 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
res ults	Equal variances assumed	.172	.681	- 1.88 9	36	.067	-6.053	3.204	- 12.550	.445
	Equal variances not assumed			- 1.88 9	35.8 51	.067	-6.053	3.204	- 12.551	.446

From the table above, it can be see that the output of independent sample t-test showed that sig (2-tailed) is 0.067 and it was higher than 0.05, (Ho Accepted) its means that there's no significant effect of using conventional technique on students' listening skill.

Table 4.10

Compare mean

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference Lower	Upper
res ults	Equal variances assumed	.972	.331	-3.763	35	.001	-11.798	3.136	-18.164	-5.432
	Equal variances not assumed			-3.778	34.707	.001	-11.798	3.123	-18.140	-5.457

From the table above, it can be see that the output of independent sample t-test showed that sig (2-tailed) is 0.001 and it was smaller than 0.05, (H$_a$ accepted). to se how much difference in students' learning outcomes, see the table bellow.

Table 4.11

Group statistic

Group Statistics

	Class	N	Mean	Std. Deviation	Std. Error Mean
Results	postest_control	19	67.37	10.188	2.337
	posttest_EXPERIMENT	18	79.17	8.787	2.071

As the table 4.11 showed the mean of post-test experimental class score is 79.17 and mean of post-test control class score is 67.37 it can be seen that there is a little difference between mean of post-test in experimental class and control class, it means that there was a significant difference between the listening skills of students'in the control class using conventional method.

3. Significant effect of using Ome TV

Table 4.12

Descriptive Statistic

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
PRE_CONTROL	19	40	75	61.32	9.551
POST_CONTROL	19	45	85	67.37	10.188
PRE_EXPERIMENT	18	40	80	60.56	10.831
POST_EXPERIMENT	18	65	100	79.17	8.787
Valid N (listwise)	18				

There are two steps in this research, the first step was conducted

pre-test by giving listening skill test. There are 37 students' in the experimental class and control classes, a pre-test administered to measure their proficiency. Following receipt of the Pre-test results, the two groups were assigned to different treatments. The Ome TV was using by explicit instruction model learning approach. In the meantime, the students' in the control class learning using traditional approach of listening to the researcher explain it. The post-test was carried out by the researcher as the final result. The post-test was a listening skills assessment.

The investigation of the students' post-test control results in mean scores of 67.37. In contrast, the experimental class's post-test mean score for the students' is 79.17. It suggests that students' achieve more after receiving instruction from Ome TV media.

According to the findings, the use Ome TV to students' listening skill and students' taught by the Ome TV and those taught by traditional study methods differ greatly from one another.

The results of the pre-test and post-test for both groups show for the pre-test in experimental class, with mean score of 60.56, a minimum score of 40, and a maximum score of 80, that showed weakness in "identify the reference" with score (42.22) and high in indicator detail information (66.55), and for the control class students' pre-test showed weakness in indicator identify the inference (42.10) and high in indicator identify the topic (73.64). And for the post-test in experiment class, the mean score was 79.17, the minimum score was 65 and maximum score 100.

From the table above, both classes showed a significant increase in scores, but the experimental class had a higher increase in scores, which

can be understood as an indication that the experimental method made an additional contribution to the increase.[38] it is clear that using Ome TV to aid in the teaching and learning process is beneficial, particularly when it comes to teaching listening. According on the research findings Thus, it can be said the students' in grade 10 at SMAN 8 Rejang Lebong have improved their listening skill by using Ome TV.

B. DISCUSSION

This research was conduct at SMAN 8 RL, with two classes, namely the control class and the experimental class. The study was conducted for eight meetings, including the first meeting of the pre-test to determine the initial ability of the students' before treatment, sixth meetings for the material, and the last meeting conducted a post-test. The researcher tried to teach using Ome TV as a learning media in English classes to see there are difference between using conventional method with using Ome TV as a media in explicit instruction learning model with top-down technique in students' learning listening skill process. After all stages have been completed, the results of students' listening skill of the two test can be seen in previous finding that the students' listening ability before get treatment still low with the mean score 60.56

And the result of teaching learning process in experimental class after get treatment, with mean score which has taught by learning with Ome TV 79.17.and we conclude that from 60.56 to 79.17, it

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[38] Yuliana. et, al. " Pengaruh Model Discovery Dan Conventional Learning Terhadap Motivasi Siswa Dan Hasil Belajar." Jurnal Kewarganegaraan5.2(2021);397-404.

means that have increased 18.61 point. and it could be seen from hypothesis, the hypothesis showed that sig(2- tailed) is 0.017and it was smaller than 0.05, and the T-test was higher than T-table that the Alternative Hypothesis (Ha) is accepted, which means there is a significant effect of using Ome TV in explicit instruction model learning on students listening skill.

This result confirm previous research which states that Ome TV can increasing listening skill conducted by Ratnawati in the majority of participants reported that utilizing Ome TV application facilitated an increase in their listening abilities. and conducted by Chen. D that Ome TV that contributed to improvements in listening skills, such as exposure to diverse accents, real-time interactions with native speakers, or engaging content.[39]

Based on the data above, the scale classification students' listening skill was good (75-90) because the mean score was higher than the score got the in the control class after they had learning with different technique by using Ome TV. The experimental class that uses ome TV media in learning listening skill can get a higher score than the control class that does not use ome TV media. So in this case it can be seen that the interactive media Ome TV is very helpful in understanding the learning of listening skills and helps increase students' scores on the post-test.

There are several factors that make students' interested in learning by

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[39] Chen, D., et al. (2019, may*). Integrating Multimedia Tools to Enrich Interactions in live Streaming for Language Learning*. In proceedings of the 2019 CHI Conference on Human Factors in Computing System (pp. 1-14).

using interactive media Ome TV in the experimental class[40]

1. The students' has never received interactive media Ome TV application before.

2. Students' understand more easily when the researcher explains their listening skills and give an example or practice using interactive media Ome TV.

3. Students' begin to have curiosity and desire to try, when researchers conduct conversational interactions using interactive media Ome TV with foreign people.

In this case, it can be that used media ome TV is successful the application of listening skill and the hypothesis proposed in this study is there is a significant difference between the experimental class and the control class. And this shows that the experiment class used media ome TV application for listening skill and explicit instruction learning methods can maximize students' learning outcomes in several productive subjects.[41]

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[40] Setiawan, et al., (2021). *Analysis of the need for development of a e-module based on interactive media learning in the era of the pandemic* . Edubiotik., 6 (02), 132-138.

[41] NH,M.I.S.,& Winata,H. (2016).Meningkatkan belajar siswa melalui penerapan model pembelajaran direct-instruction. Jurnal pendidikan manajemen perkantoran,1(1),49-60.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result in previous chapter and after conduction the result of the treatments, the researcher concludes that:

1. Based on the research findings that the students' score in listening skill before using Ome TV as a learning media still low, it can be seen from the finding and discussion before.

2. After using the Ome TV technique as a learning media, students' listening skill are good, it can be seen from the post-test scores which show an increase compared to the ability before using Ome TV.

3. Based on data above, the increasing of the using Ome TV It indicated that from the data, there was a significant different achievement before using Ome TV technique and until finished. Finally, it can be concluded that the using Ome TV technique in teaching listening skill has a greater contribution and a significant effect on students' listening skill. Based on the result of alternative hypothesis is accepted, that says "There is a significant effect of using Ome TV in explicit instruction model learning on students' listening skill" is Accepted .

B. Suggestion

Some suggestion may be advisable based on the result of research are:

1. For students'

   By using Ome TV as a media, the Students' must continue to learn and care about listening skill, and put into their focus during learning process to get better results.

2. For teacher

   Instead of employing conventional techniques, one method for boosting students' listening skill is modify them or create new ones that will enhance their listening skill more diverse than before, so the method will not monotonous in every teaching learning process, one of them is using Ome TV. With the use of media or the application of good methods, it will make students' more enthusiastic and more motivated in learning.

3. For future researchers,

   For the future researchers, they can use this research as a literature to guide them, when the want to run similar research although this research is still far from perfection and to carry out actions in a longer period of time to get maximum results to see more significantly effect and the future research must be careful in used this application during practice because many sex users.

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Appendix

Attachment 1. Tabulation of data on try out results.

	p2	p3	p4	p5	p6	p7	p8	p9	p10	p11	p12	p13	p14	p15	6	p17	p18	p19	p20	total
0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	**18**
0	1	1	1	1	0	1	1	1	1	0	1	1	1	1	1	1	1	1	1	**17**
1	0	1	0	0	1	0	1	1	1	1	1	1	1	0	1	1	1	0	1	**16**
0	0	1	0	1	0	1	1	0	1	0	1	1	1	0	1	0	1	1	1	**15**
0	0	0	1	0	1	0	0	1	1	0	1	0	1	0	1	0	0	1	1	**14**
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	**18**
1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	**18**
1	1	1	1	0	1	0	1	0	0	1	1	1	1	1	1	1	1	1	1	**16**
1	1	1	1	1	1	1	0	1	1	0	1	1	0	1	0	1	1	1	1	**16**
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	**18**
1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	**17**
1	0	0	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	**17**
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	**19**
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	**18**
1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	**19**
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	**18**
1	1	1	0	0	1	0	0	1	1	1	1	1	1	1	0	0	1	0	1	**16**
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	**19**
1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	**18**
1	1	1	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	1	1	**17**
0	0	0	0	0	0	1	1	0	0	1	0	1	0	1	0	1	1	0	0	**13**
1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	**17**
1	1	0	0	1	0	0	1	1	1	1	0	1	1	1	1	1	1	1	0	**16**
1	1	1	1	1	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	**17**

Attachment 2. Validity

Validitas

Correlations

		ITEM_1	ITEM_2	ITEM_3	ITEM_4	ITEM_5	ITEM_6	ITEM_7	ITEM_8	ITEM_9	ITEM_10	ITEM_11	ITEM_12	ITEM_13	ITEM_14	ITEM_15	ITEM_16	ITEM_17	ITEM_18	ITEM_19	ITEM_20	TOTAL_SCORE
ITEM_1	Pearson Correlation	1	.415*	.242	.178	.178	.596**	-.103	.116	.321	.116	.596**	.116	.406*	.116	.427*	.116	.427*	.406*	.116	.217	.538**
	Sig. (2-tailed)		.044	.254	.406	.406	.002	.630	.588	.126	.588	.002	.588	.049	.588	.038	.588	.038	.049	.588	.309	.007
	N	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24
ITEM_2	Pearson Correlation	.415*	1	.415*	.333	.333	.258	.053	.073	.258	.073	.258	.073	.361	.364	.655**	.073	.364	.361	.364	.174	.567**
	Sig. (2-tailed)	.044		.044	.111	.111	.223	.806	.736	.223	.736	.223	.736	.083	.081	.001	.736	.081	.083	.081	.416	.004
	N	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24

ITEM_3	Pearson Correlation	.242	.415*	1	.178	.178	.321	.122	.116	.046	.116	.046	.427*	.406*	.427*	.116	.116	.116	.406*	.116	.588**	.469*
	Sig. (2-tailed)	.254	.044		.406	.406	.126	.569	.588	.831	.588	.831	.038	.049	.038	.588	.588	.588	.049	.588	.003	.021
	N	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24
ITEM_4	Pearson Correlation	.178	.333	.178	1	.333	.516**	.265	.073	.258	.073	.000	.364	-.120	.073	.364	.364	.364	-.120	.655**	.522**	.567**
	Sig. (2-tailed)	.406	.111	.406		.111	.010	.211	.736	.223	.736	1.000	.081	.575	.736	.081	.081	.081	.575	.001	.009	.004
	N	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24
ITEM_5	Pearson Correlation	.178	.333	.178	.333	1	.000	.476*	.364	.258	.364	.000	.073	.361	.073	.364	.364	.364	.361	.655**	.174	.502*
	Sig. (2-tailed)	.406	.111	.406	.111		1.000	.019	.081	.223	.081	1.000	.736	.083	.736	.081	.081	.081	.083	.001	.416	.012
	N	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24
ITEM_6	Pearson Correlation	.596**	.258	.321	.516**	.000	1	-.041	-.169	.400	.169	.400	.507*	-.093	.169	.169	.169	.169	-.093	.169	.674**	.514*
	Sig. (2-tailed)	.002	.223	.126	.010	1.000		.849	.430	.053	.430	.053	.011	.665	.430	.430	.430	.430	.665	.430	.000	.010
	N	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24

ITEM_7	Pearson Correlation	-.103	.053	.122	.265	.476*	-.041	1	.312	.205	.312	-.041	.035	.325	-.243	.312	.035	.312	.325	.312	.138
	Sig. (2-tailed)	.630	.806	.569	.211	.019	.849		.138	.337	.138	.849	.872	.121	.253	.138	.872	.138	.121	.138	.520
	N	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24
ITEM_8	Pearson Correlation	.116	.073	.116	.073	.364	-.169	.312	1	-.169	-.143	.507*	-.143	.552**	.238	.238	.619**	.619**	.552**	.238	-.114
	Sig. (2-tailed)	.588	.736	.588	.736	.081	.430	.138		.430	.505	.011	.505	.005	.263	.263	.001	.001	.005	.263	.596
	N	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24
ITEM_9	Pearson Correlation	.321	.258	.046	.258	.258	.400	.205	-.169	1	.507*	.100	.169	-.093	.169	.169	.169	.169	-.093	.169	.270
	Sig. (2-tailed)	.126	.223	.831	.223	.223	.053	.337	.430		.011	.642	.430	.665	.430	.430	.430	.430	.665	.430	.203
	N	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24
ITEM_10	Pearson Correlation	.116	.073	.116	.073	.364	.169	.312	-.143	.507*	1	-.169	.238	-.079	.238	-.143	.238	-.143	-.079	.238	.342
	Sig. (2-tailed)	.588	.736	.588	.736	.081	.430	.138	.505	.011		.430	.263	.714	.263	.505	.263	.505	.714	.263	.102
	N	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24

Last column (total)	
ITEM_7 Pearson Correlation	.414*
ITEM_7 Sig. (2-tailed)	.044
ITEM_7 N	24
ITEM_8 Pearson Correlation	.413*
ITEM_8 Sig. (2-tailed)	.045
ITEM_8 N	24
ITEM_9 Pearson Correlation	.514*
ITEM_9 Sig. (2-tailed)	.010
ITEM_9 N	24
ITEM_10 Pearson Correlation	.413*
ITEM_10 Sig. (2-tailed)	.045
ITEM_10 N	24

ITEM_11	Pearson Correlation	.596**	.258	.046	.000	.000	.400	-.041	.507*	.100	-.169	1	-.169	.466*	.169	.507*	.169	.507*	.466*	-.169	-.135	.439*
	Sig. (2-tailed)	.002	.223	.831	1.000	1.000	.053	.849	.011	.641	.430		.430	.022	.430	.011	.430	.011	.022	.430	.530	.032
	N	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24
ITEM_12	Pearson Correlation	.116	.073	.427*	.364	.073	.507*	.035	-.143	.169	.238	-.169	1	-.079	.238	-.143	.238	-.143	.079	.238	.798**	.413*
	Sig. (2-tailed)	.588	.736	.038	.081	.736	.011	.872	.505	.430	.263	.430		.714	.263	.505	.263	.505	.714	.263	.000	.045
	N	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24
ITEM_13	Pearson Correlation	.406*	.361	.406*	-.120	.361	-.093	.325	.552**	-.093	-.079	.466*	-.079	1	-.079	.552**	-.079	.552**	1.000**	-.079	-.063	.415*
	Sig. (2-tailed)	.049	.083	.049	.575	.083	.665	.121	.005	.665	.714	.022	.714		.714	.005	.714	.005	.000	.714	.770	.044
	N	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24
ITEM_14	Pearson Correlation	.116	.364	.427*	.073	.073	.169	-.243	.238	.169	.238	.169	.238	-.079	1	-.143	.619**	-.143	-.079	.238	.342	.413*
	Sig. (2-tailed)	.588	.081	.038	.736	.736	.430	.253	.263	.430	.263	.430	.263	.714		.505	.001	.505	.714	.263	.102	.045

	N	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24
ITEM_15	Pearson Correlation	.427*	.655**	.116	.364	.364	.169	.312	.238	.169	-.143	.507*	-.143	.552**	-.143	1	-.143	.619**	.552**	.238	-.114	.498*
	Sig. (2-tailed)	.038	.001	.588	.081	.081	.430	.138	.263	.430	.505	.011	.505	.005	.505		.505	.001	.005	.263	.596	.013
	N	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24
ITEM_16	Pearson Correlation	.116	.073	.116	.364	.364	.169	.035	.619**	.169	.238	.169	.238	-.079	.619**	-.143	1	.238	-.079	.619**	.342	.498*
	Sig. (2-tailed)	.588	.736	.588	.081	.081	.430	.872	.001	.430	.263	.430	.263	.714	.001	.505		.263	.714	.001	.102	.013
	N	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24
ITEM_17	Pearson Correlation	.427*	.364	.116	.364	.364	.169	.312	.619**	.169	-.143	.507*	-.143	.552**	-.143	.619**	.238	1	.552**	.238	-.114	.498*
	Sig. (2-tailed)	.038	.081	.588	.081	.081	.430	.138	.001	.430	.505	.011	.505	.005	.505	.001	.263		.005	.263	.596	.013
	N	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24
ITEM_18	Pearson Correlation	.406*	.361	.406*	-.120	.361	-.093	.325	.552**	-.093	-.079	.466*	-.079	1.000**	-.079	.552**	-.079	.552**	1	-.079	-.063	.415*

	Sig. (2-tailed)	.049	.083	.049	.575	.083	.665	.121	.005	.665	.714	.024	.714	.040	.714	.045	.714	.045		.714	.770	.044
	N	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24
ITEM_19	Pearson Correlation	.116	.364	.116	.655**	.655**	.169	.312	.238	.169	.238	-.169	.238	-.079	.238	.238	.619**	.238	-.079	1	.342	.498*
	Sig. (2-tailed)	.588	.081	.588	.000	.000	.430	.138	.263	.430	.263	.430	.263	.714	.263	.263	.001	.263	.714		.102	.013
	N	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24
ITEM_20	Pearson Correlation	.217	.174	.588**	.522**	.174	.674**	.138	-.114	.270	.342	-.135	.798**	-.063	.342	-.114	.342	-.114	-.063	.342	1	.499*
	Sig. (2-tailed)	.309	.416	.003	.009	.416	.000	.520	.596	.203	.102	.530	.000	.700	.102	.596	.102	.596	.770	.102		.013
	N	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24
TOTAL_SCORE	Pearson Correlation	.538**	.567**	.469*	.567*	.502*	.514*	.414*	.413*	.514*	.413*	.419*	.433*	.415*	.413*	.418*	.498*	.498*	.498*	.415*	.498*	1
	Sig. (2-tailed)	.007	.004	.021	.004	.012	.010	.044	.045	.010	.045	.032	.045	.044	.045	.013	.013	.013	.044	.013	.013	
	N	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24

*. Correlation is significant at the 0.05 level (2-tailed).

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

Score Of Pre-Test (Control Class)

Subject	Score of pre-test	Identify the topic	Identify the Detail information	Identify the inference	Identify the reference
Student 1	45	66.6	36	100	40
Student 2	65	66.6	72	0	60
Student 3	40	100	36	0	20
Student 4	65	66.6	72	0	60
Student 5	50	33.3	45	0	80
Student 6	75	66.6	90	0	60
Student 7	65	66.6	54	100	80
Student 8	60	66.6	45	0	100
Student 9	50	66.6	45	100	40
Student 10	60	33.3	54	0	100
Student 11	70	66.6	72	100	60
Student 12	70	66.6	72	0	80
Student 13	60	66.6	45	0	100
Student 14	55	66.6	54	100	40
Student 15	70	100	81	0	40
Student 16	60	100	63	100	20
Student 17	65	100	81	0	20
Student 17	70	100	72	100	40
Student 19	70	100	72	100	40
Mean	61.32	73.64	61.10	42.10	56.84

Score pre-test experimental class

Subject	Score of pre-test	Identify the topic	Identify the Detail information	Identify the inference	Identify the reference
Student 1	70	100	54	100	60
Student 2	60	66.6	63	100	40
Student 3	75	66.6	90	0	60
Student 4	65	66.6	72	100	40
Student 5	75	66.6	81	100	60
Student 6	55	100	54	100	20
Student 7	60	66.6	63	100	20
Student 8	50	33.3	63	100	20
Student 9	60	66.6	63	100	40
Student 10	80	66.6	100	0	60
Student 11	45	33.3	45	0	60
Student 12	55	66.6	63	0	40
Student 13	55	33.3	63	100	40
Student 14	65	66.6	72	100	40
Student 15	70	66.6	90	0	40
Student 16	40	66.6	36	100	20
Student 17	50	66.6	54	0	40
Student 18	60	33.3	72	0	60
Mean	60.56	62.91	66.55	61.11	42.22

Score post-test control class

Subject	Score of pre-test	Identify the topic	Identify the Detail information	Identify the inference	Identify the reference
Student 1	50	66.6	45	100	40
Student 2	70	66.6	81	100	40
Student 3	45	100	45	0	20
Student 4	75	100	81	0	60
Student 5	60	66.6	45	100	80
Student 6	80	66.6	90	100	60
Student 7	70	100	54	100	80
Student 8	75	100	54	100	100
Student 9	60	100	54	0	60
Student 10	70	100	63	0	80
Student 11	75	66.6	72	0	60
Student 12	85	100	81	100	80
Student 13	60	66.6	45	0	100
Student 14	60	66.6	63	100	40
Student 15	75	100	81	0	40
Student 16	60.	100	63	100	20
Student 17	65	100	81	0	20
Student 18	75	100	72	0	80
Student 19	70	100	72	100	40
Mean	67.36	87.69	64.42	52.63	57.89

Score post-test experimental class

Subject	Score of pre-test	Identify the topic	Identify the Detail information	Identify the inference	Identify the reference
Student 1	80	100	81	100	60
Student 2	75	66.6	81	0	80
Student 3	90	66.6	90	100	80
Student 4	80	66.6	81	100	80
Student 5	90	66.6	100	100	80
Student 6	70	100	81	0	40
Student 7	85	100	81	100	80
Student 8	75	66.6	90	0	60
Student 9	80	100	81	100	60
Student 10	100	100	100	100	100
Student 11	75	66.6	90	0	60
Student 12	80	100	81	0	80
Student 13	65	100	63	100	40
Student 14	80	100	72	100	80
Student 15	85	66.6	100	0	80
Student 16	65	66.6	63	100	60
Student 17	75	100	72	100	60
Student 18	75	100	72	100	80
Mean	79.16	85.15	82.16	66.6	70

Attachment 3. RPP

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah	: SMA NEGERI 8 Rejang Lebong
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: XI/Ganjil
Materi Pokok	: *Asking and Giving Opinion*
Alokasi Waktu	: 6 Pertemuan
Language skill	: Listening

A. **Kompetensi Inti**
- **KI-1:** Menghayati dan mengamalkan ajaran agama yang dianutnya.
- **KI-2:** Menghayati dan mengamalkan perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional".
- **KI 3:** Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- **KI4:** 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**

Basic competency	Indicator
3.2 Apply the social functions, text structures, and linguistic elements of oral and written transactional interaction texts involving the act of giving and requesting information related to opinions and thoughts, according to the context of use. (Note the linguistic elements of I think, I suppose, in my opinion)	3.2.3 Identify the social functions, text structures and linguistic elements of oral texts about expressing opinions and thoughts. 3.2.4 Identify the text structure and linguistic elements of oral texts about expressing opinions and thoughts. 3.2.5 Identify the linguistic elements of oraltexts about expressing opinions and thoughts.
4.2 Compose short and simple transactional interaction texts, oral and written, involving the	4.2.3 Find the topic, purpose, explicit and

act of giving and requesting information related to opinions and thoughts, with attention to social functions, text structures, and correct and contextually appropriate language elements	implied information, word reference, and contextual meaning of words in oral texts expressing opinions and thoughts. 4.2.4 Create simple oral expressions related to the action of ordering by paying attention to social functions, text structures, and correct and contextually appropriate language elements.

C. Tujuan Pembelajaran

Setelah menyimak video, peserta didik mampu mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan, kemudian menemukan topik, tujuan, informasi tersurat dan tersirat, rujukan kata, seta makna konstekstual kata dari teks lisan yang melibatkan dalam teks lisan menyatakan pendapat dan pikiran.

D. Materi Pembelajaran

o Fungsi Sosial

Menjaga hubungan interpersonal dengan guru, teman, dan orang lain.

o Struktur Teks

- Memulai

- Menanggapi (diharapkan/di luar dugaan)

o Unsur Kebahasaan

- Ungkapan menyatakan pendapat I think, I suppose, in my opinion

- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan

o Topik

Situasi yang memungkinkan munculnya pernyataan tentang pendapat dan pikiran yang dapat menumbuhkan perilaku yang termuat di KI

E. Metode Pembelajaran

Pendekatan : Explicit instruction

Strategy : Diskusi dan tanya jawab, dan latihan mendengar menggunakan aplikasi OME TV

A. Media dan Sumber Belajar

Media belajar : Laptop,HP, Video tentang asking and giving opinion yang diunduh dari YouTube,

microsoft sway https://sway.office.com/tdBfRGPmlBQUQ1xB?ref=Link

Sumber belajar : video dialog yang telah diunduh dari youtube.com

B. **Langkah – Langkah Pembelajaran**

- **Pertemuan Pertama dan kedua (4 x 45 Menit)**

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pembukaan		
Apersepsi	• Guru membuka kelas dengan memberi salam dan salah satu peserta didik memimpin doa, agar dimudahkan dalam menerima materi pembelajaran. • Guru mengecek kehadiran peserta didik. • Peserta didik menjawab beberapa pertanyaan yang mengarah pada materi yang akan dipelajari.	15 menit
Motivasi	Peserta didik memahami tujuan pembelajaran, indikator pencapaian kompetensi dan manfaat materi dalam kehidupan sehari-hari.	
Kegiatan Inti		
Observing	• Guru memperkenalkan, atau menjelaskan proses belajar menggunakan aplikasi ome tv, dan bagaimana cara menggunaakannya. • Guru menyampaikan atau menjelaskan materi pelajaran. • Peserta didik menyimak sebuah video yang diputar oleh guru. • Peserta didik mengidentifikasi tentang apa saja yang ingin mereka ketahui lebih dalam terkait dengan video yang sudah mereka dengar dan amati	60 menit
Questioning	• Peserta didik membuat pertanyaan-pertanyaan (*berpikir kritis*) berdasarkan daftar tentang apa saja	
	yang ingin mereka ketahui lebih dalam terkait dengan teks lisan. • Siswa dan guru bersama sama membahas jawaban dari pertanyaan-pertanyaan yang ada dan mengaitkannya ke materi *asking and giving opinion.*	

Collecting Information	• Secara berkelompok peserta didik mengamati video yang sama . • Peserta didik menganalisis apa yang dibicarakan dalam dialog. • Peserta didik menyimak video **ke 2** untuk mempelajari how to agree and disagree with other's opinion. • Peserta didik membedakan (*berpikir kritis*) antara respon *agree* dan *disagree*. • Peserta didik menganalisis siapa yang dibicarakan dalam dialog. • Secara berkelompok, peserta didik menyimpulkan apa yang dibicarakan dalam dialog. (*kolaboratif*) • Secara berkelompok peserta didik menemukan informasi-informasi apa saja yang terdapat dalam video. • Peserta didik bertukar informasi dengan kelompok lain (*komunikatif*) terkait informasi yang dikumpulkan oleh masing-masing kelompok. • Peserta didik bersama guru menyimpulkan perbedaan video 1 dan 2.	
Penutupan		
Refleksi dan evaluasi	• Peserta didik menyampaikan apa saja yang telah dipelajari. • Peserta didik menyampaikan kesulitan apa saja yang dihadapi selama pembelajaran. • Peserta didik dan guru melakukan refleksi • Guru menyampaikan materi berikutnya • Guru menutup pelajaran dengan salam.	15 Menit

• **Pertemuan Ketiga sampai keenam (8 x 45 Menit)**

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pembukaan		

Apersepsi	• Guru membuka kelas dengan memberi salam dan salah satu peserta didik memimpin doa, agar dimudahkan dalam menerima materi pembelajaran. • Guru mengecek kehadiran peserta didik. • Peserta didik menyebutkan apa saja yang telah dipelajari dari pertemuan sebelumnya • Peserta didik menjawab beberapa pertanyaan yang mengarah pada materi yang akan dipelajari.	15 menit
Motivasi	Peserta didik memahami tujuan pembelajaran, indikator pencapaian kompetensi dan manfaat materi dalam kehidupan sehari-hari.	
Kegiatan Inti		
Collecting Information	• Peserta didik menyaksikan video tentang asking and giving opinion. • Secara berkelompok, peserta didik menemukan ungkapan – ungkapan asking and giving opinion yang terdapat dalam video. • Peserta didik bersama guru mereview ungkapan-ungkapan asking and giving opinion dengan memutar kembali video. • Melalui pembuktian ungkapan-ungkapan yang muncul di dalam video, secara berkelompok, peserta didik menyimpulkan topik dari dialog dalam video tersebut. • Secara berkelompok, peserta didik menyebutkan informasi apa saja yang terdapat dalam teks lisan yang disimak melalui video baik informasi tersurat maupun tersirat. • Peserta didik belajar menggunakan aplikasi Ome TV untuk melatih kemampuan mendengar siswa, seperti contoh video yang mereka lihat pada video tersebut • Peserta didik bersama guru mengidentififkasi makna kata/kalimat yang belum diketahui.	60 Menit
Assosicating	• Peserta didik meyimak video ke 5 yang diakses secara berkelompokmelaluilink https://sway.office.com/tdBfRGPmlBQUQ1xB?ref=Link • Peserta didik secara berkelompok menjawab beberapa pertanyaan terkait dengan video.	
penutup		
Refle	• Peserta didik menyampaikan apa saja yang telah	15Menit

| ksi dan evalu asi | dipelajari. • Peserta didik menyampaikan kesulitan apa saja yang dihadapi selama pembelajaran. • Peserta didik dan guru melakukan refleksi • Guru menyampaikan materi berikutnya • Guru menutup pelajaran dengan salam | |

C. **Penilaian**

Teknik Penilaian

1. Sikap
   - Penilaian Observasi

     Penilaian observasi berdasarkan pengamatan sikap dan perilaku peserta didik sehari-hari, baik terkait dalam proses pembelajaran maupun secara umum. Pengamatan langsung dilakukan oleh guru. Berikut contoh instrumen penilaian sikap

No.	Nama Siswa	Aspek perilaku yang dinilai				Jumlah skor	Skor sikap	Kode nilai
		BS	JJ	TJ	DS			
1.	Adelia	75	75	50	75	275	68,75	C
2.								

Catatan :

1. Kode nilai / predikat :

   91 – 100 = Sangat Baik (SB)

   75 – 90 = Baik (B)

   61 – 74 = Cukup (C)

   41 – 60 = Kurang (K)

   0 – 40 = Sangat Kurang (SK)

2. Pengetahuan (Listening)

Aspek Pengetahuan Melalui Mendengarkan

No.	Teknik	Bentuk Instrumen	Waktu Pelaksanaan	Keterangan
1.	Pertanyaan berbentuk pilihan ganda	Terlampir	Saat pembelajaran berlangsung	Penilaian untuk pencapaian pembelajaran (assesment for learning)

1. Pengayaan

   Bagi peserta didik yang telah mencapai target pembelajaran sebelum waktu yang telah dialokasikan berakhir, perlu diberikan kegiatan pengayaan berupa kegiatan yang serupa namun dengan bahan yang berbeda.

2. Remedial

   Bagi peserta didik yang belum mencapai target pembelajaran, perlu diberikan pembelajaran ulang terutama pada bagian yang dianggapnya sulit.

Curup ,13 juni 2023

Mengetehaui,

Kepala Sekolah

Guru Bahasa Inggris

Suprehaten, S.Pd

Efri Wijayanto, S.Pd

Nip: 196707121990021002

19750402200604101

Attachment 4. Instrument Of The Research

Basic competence	Indicators or skill	Assessment indicators	Test type	Item number
Implement social function, text structure, and linguistic elements interactions text involving oral and written transactions the act of giving and asking for information related opinions thoughts	Topic	Finding topic in the text express opinions and though	Multiple choice	1,2,12
	Detail information	Identifying goals in written text expressing opinions and thoughts	Multiple choice	3
	Detail information	Identifying information express and implied in the text express opinions and thoughts	Multiple choice	4,6, 7,8,11,14,16,18,20
	Detail information		Multiple choice	17,
	Reference		Multiple choice	19
	Reference	Determine the reference word in written text expressing opinions and thoughts	Multiple choice	5, 13
	Reference	Finding contextual meaning words spoken text express opinions and thoughts.	Multiple choice	9,10

Audio I

1. What is the topic of the dialog?

    A. learning music

    B. learning a new culture

    C. learning other languages

    D. learning the English language

2. What are they talking about?

    a.   The benefits of learning some culture

    b.   The importance of learning some language

    c.   The culture in Japan

    d.   The importance of learning language

3. Why should we learn another language, because?

    a.   Our bodies will be healthier

    b.   There are many benefits we will get

    c.   We will be popular

    d.   Mastering many regional languages is very cool

4. What does the man think about learning a new language?

    a.   He feels that it is important

    b.   He thinks that it will make us meet some people and learn about a culture

    c.   He thinks that it will make us success

    d.   Everything looks impossible

5. Just like jogging is exercise for your body, learning *benefits* your brain. The italic word has a similar meaning to . . .

    a.   Useless

    b.   Hopeful

    c.   Useful

    d.   All incorrect

6. What does the speaker express in the audio?

    a.   A suggestion for a new hobby

    b.   Learning another language

    c.   Holiday

    d.   Discuss about Japan

7. How does the speaker feel about learning a new language?

    a.   Underestimate

    b.   Happy, because learning another language

    c.   Sad, because she doesn't speak japan

    d.   Happy, she can speak japan

8. What is the man's opinion about learning another language?

    a.   Can traveling

    b. Meet new friends

    c. Be tour guide

    d. It can open the world, meet other people, and learning other culture

9. Which phrase is used to express agreement on the audio?

    a. I agree with you

    b. I think it's also the way to get a better job

    c. Thank you for your suggestion

    d. To be honest, I'm in line with your thinking

10. Which phrase is used to give an opinion on the audio?

    a. In my opinion

    b. From my point of view

    c. Maybe, you have to

    d. To my mind

Audio ll

11. Based on the dialog, who will get the promotion?

    a. Julee

    b. Walter

    c. Junee

    d. Jepi

12. What are they talking about?

    a. They are talking about promoting a colleague to a new position

    b. They are talking about Christmas day

    c. They are talking about a new employer

    d. They are talking about a new office

13. The woman says "… jule deserves the promotion more". The word "**deserve**" has a

    similar meaning to…

    a. worth

    b. inappropriate

    c. write

    d. A, B, and C are incorrect

14. What does the woman think about Walter?

    a. The man thinks that Walter doesn't deserve a promotion yet

    b. The woman thinks that Walter doesn't deserve a promotion yet

c. The woman thinks that Walter is a good boy

d. The woman thinks that Walter is a good employer

15. From the dialog, we can conclude that . . .

a. Walter will get a promotion

b. Walter will not get the promotion

c. Walter will get a new friend

d. Walter will not get a new friend

16. How does the speaker react to the idea from the woman about Julee?

a. Against

b. Agree

c. Not sure about Julian

d. A, B, and C are incorrect

17. Which of the following is an appropriate response for giving opinion?

a. I don't care

b. I agree with you

c. That's not your business

d. A, B, and C are correct

18. Man : Do you really think so?

Woman : In my opinion of view Julee is much more …..

Man : I see your point, thank you!

Choose the correct answer to complete the sentence above

a. Qualified

b. Qualify

c. Select

d. Qualifies

19. **Do you really think so**, are phrases to express?

a. Asking opinion

b. Asking direction

c. Giving opinion

d. Nonsense

20. From the dialog above between a man and a woman, a man is? …

a. Giving order

b. Asking for an opinion

c. Giving hands

d. Asking for attention

Attachment 5. Lampiran 1; Validasi

Notes from Validator:

The instruments had been validated. The validator validated the instruments into two things; *the first* is content, including the coherence between the statements and indicators stated in theory. *The second* is the accuracy of grammatical aspects used in the instrument. In addition, please pay attention to your spelling.

The blue color words or statements mean the validator's additional point for your instrument.

The red color means something that you need to revise or delete.

Curup, 3rd of August 2023

Validator

Nastiti Handayani, M.Pd

Lampiran 2. SK Pembimbing

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI CURUP
FAKULTAS TARBIYAH
Alamat : Jalan DR. A.K. Gani No 1 Kotak Pos 108 Curup-Bengkulu Telpn. (0732) 21010
Fax. (0732) 21010 Homepage http://www.iaincurup.ac.id E-Mail : admin@iaincurup.ac.id.

Nomor : 357 Tahun 2023

Tentang
PENUNJUKAN PEMBIMBING 1 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 diserahi 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-137/FT.5 /PP.00.9/05/2023
		2.	Berita Acara Seminar Proposal Pada Hari Senin, 17 April 2023

MEMUTUSKAN :

Menetapkan
Pertama : 1. **Dr. Prihantoro, SS., M.Pd**   **19750820 200801 1 004**
2. **Dr. Paidi Gusmuliana, M.Pd**   **19840917 201501 1 004**

Dosen Institut Agama Islam Negeri (IAIN) Curup masing-masing sebagai Pembimbing I dan II dalam penulisan skripsi mahasiswa :
N A M A   :   **Riski Indriani**
N I M   :   **19551053**
JUDUL SKRIPSI   :   **The Effect of using ome Tv in Explicit Instruction Learning Model on 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 berla ku ;

Ditetapkan di Curup,
Pada tanggal 25 Mei 2023
Dekan,

Hamengkubuwono

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

Lampiran 3. Izin penelitian

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI CURUP
FAKULTAS TARBIYAH
Alamat : Jalan DR. A.K. Gani No 1 Kotak Pos 108 Curup-Bengkulu Telpn.(0732)21010
Fax.(o732) 21010 Homepage http:// www.iaincurup.ac.id E-Mail : admin@iainCurupa.id

12 Juni 2023

Nomor	: 469 /In.34/FT/PP.00.9/06/2023
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	: Riski Indriani
Nim	: 19551053
Fakultas/Prodi	: Tarbiyah/ Tadris Bahasa Inggris
Judul Skripsi	: The Effect Of Using OME TV in Explicit Instruction Learning Model On Students' Listening Skill
Waktu Penelitian	: 12 Juni - 12 September 2023
Tempat Penelitian	: SMAN 08 Rejang Lebong

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

A.n 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

Lampiran.4 Kartu Bimbingan Skripsi

IAIN CURUP

NO	TANGGAL	Hal-hal yang Dibicarakan	Paraf Pembimbing I	Paraf Mahasiswa
1	24/05 2023	Revisi Bab 1-3		
2	8/6 2023	Revisi Bab 1-3		
3	9/6 2023	Instrument (1-3)		
4	12/6 2023	Instrument (1-3)		
5	7/11 2023	Revisi Bab 4-5		
6	17/11 2023	Revisi Bab 4-5		
7	6/11 2023	Revisi Bab 4-5		
8	6/12 2023	Acc		

IAIN CURUP

NO	TANGGAL	Hal-hal yang Dibicarakan	Paraf Pembimbing II	Paraf Mahasiswa
1	17/05 2023	Revisi Bab (1-3)		
2	24/05 2023	Instrument (1-3)		
3	26/05 2023	Instrument (1-3)		
4	17/11 2023	Revisi Bab 1-3		
5	28/11 2023	Revisi Bab 4-5		
6	20/12 2023	Bab 1-5		
7	28/12 2023	Bab 1-5		
8	12/11 2023	Bab 4-5 (Acc)		

BIOGRAPHY

RISKI INDRIANI is a woman who was born and raised in Babakan Baru Village on june 20th 2000, She succesfuly completed her higher education at IAIN CURUP, majoring in education, Tadris Bahasa Inggris (TBI). Throughout her academic journey, **Riski Indriani** discovered a deep interest in Listening skills, and this thesis is the result of her curiosity and desire to better understand the effectiveness of social media usage. Through this work, **Riski Indriani** hopes to make a small yet meaningful contribution to the development of knowledge. She is also actively involved in various social and student activities, demonstrating a high dedication to self-improvement and a desire to contribute to the surrounding community. And certainly, the goal and inspiration in completing this thesis are dedicated to her **beloved parents.** "I love you so much my world."