# THE EFFECTIVENESS OF USING VoA LEARNING ENGLISH MEDIA TO IMPROVE STUDENTS' SPEAKING SKILL

***(Quasi Experimental Research at the Eleventh Grade of SMA Islam Sultan Agung 1 Semarang in the 2021/2022 Academic Year)***

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**APPROVAL**

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***(Quasi Experimental Research at the Eleventh grade of SMA Islam Sultan Agung 1 Semarang in 2021/2022 Academic Year)***

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Hereby, I honestly declare that the undergraduate thesis I wrote does not contain the works or part of the works of other people, except those which were cited in the quotations and the references, as a scientific paper should. If my statement is not valid in the future, I absolutely agree to accept an academic sanction in the form of revocation of my paper and my degree obtained from that paper.

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## MOTTO AND DEDICATION

"Catch Your Dream, Love What You Do, and Do What You Love"

-Delinda-

This final Project is dedicated to:

1. All of the lecturer in English Education Unissula who guiding me.
2. My beloved family who always give me support, especially for my mother and my father.
3. My beloved big brother and my little brother
4. My best person that I ever met Rizka Jannatul Muthoharoh, who always with me, accompany me, also always give me support and help me to finish this final project.

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This Final Project is written to fulfill of the requirements for the degree of Sarjana Pendidikan (S.Pd) English Education Program with the title **"The Effectiveness of Using VoA Learning English Media To Improve Students Speaking Skill *(Quasi Experimental Research At The Eleventh Grade of SMA Islam Sultan Agung 1 Semarang In 2021/2022 Academic Year)*"**. Therefore, I would like to express my greatest appreciation to the following people:

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# ABSTRACT

Nadiafany, Delinda, 2021. *The Effectiveness of Using VoA Learning English Media to Improve Students Speaking Skill.* (Quasi Experimental Research at the Eleventh grade of SMA Islam Sultan Agung 1 Semarang in 2021/2022 Academic Year). A Final Project, English Department, Faculty of Language and Communication, Sultan Agung Islamic University. Advisor : Nani Hidayati, S.Pd.,M.Pd.

This study aims to finding out whether or not the Using of VoA Learning English Media in teaching and learning process is effective to Improve Students Speaking Skill at Eleventh grade of SMA Islam Sultan Agung 1 Semarang.A quasi Experimental research. This study used a quasi experimental research design that consists of two group, experimental and control group. This study took two classess that XI IPA 6 were consist 28 students as a experimental group and XI IPS 3 were consist 32 students as a control group. Face validity and contents validity was used in this study. The validity were done by asking the English teacher and lecturer to be expert judgements to validate the instruments using rubric validation. To measure the reliability this study used inter-rater reliability while giving scores to the studnts. This study used SPSS 23 to analyze the data of speaking test through several activities. The instrument for collecting data in this study was speaking which use pre-test and post-test. The test was divided in two sessions, the first was pre-test before treatment. The second was post-test after the treatment. After giving treatment the students got improvement, the experimental group got score with the mean score 59.82 which classified as fairly good. The result of the data analysis indicated that there was a significant improvement in the students' speaking ability after being taught using VoA Learning English video. It was proved by the result of the statistical analysis of the level significance. The data were analyzed by using t-test formula. The result of the Independent Sample test of post-test that Sig. (2-tailed) was 0.030 < 0.05. It means that $H_0$ rejected and $H_a$ accepted. Based on the result of analysis, It means that there was a significant effectiveness of using VoA Learning English to improve students skill in speaking at the Eleventh grade of SMA Islam Sultan Agung 1 Semarang because VoA Learning English video have some advantages such as it can increase the students' active activity. Then, it can help to avoid students being bored during in teaching learning process and VoA Learning English video can motivate and encourage students to be more interested and enthusiastic in learning English especially in speaking skill.

***Keywords: VoA Learning English, Speaking skill, teaching media.***

# INTISARI

Nadiafany, Delinda, 2021. *Keefektifan Penggunaan Media Pembelajaran VoA Bahasa Inggris Untuk Meningkatkan Keterampilan Berbicara Siswa*. (Penelitian Eksperimen Kuasi pada Siswa Kelas XI SMA Islam Sultan Agung 1 Semarang Tahun Pelajaran 2021/2022). Tugas Akhir, Jurusan Bahasa Inggris, Fakultas Bahasa dan Komunikasi, Universitas Islam Sultan Agung. Pembimbing : Nani Hidayati, S.Pd.,M.Pd.

Penelitian ini bertujuan untuk mengetahui apakah Penggunaan Media Pembelajaran VoA Bahasa Inggris dalam proses belajar mengajar efektif untuk Meningkatkan Keterampilan Berbicara Siswa di Kelas XI SMA Islam Sultan Agung 1 Semarang.Sebuah penelitian eksperimen semu. Penelitian ini menggunakan desain penelitian quasi eksperimen yang terdiri dari dua kelompok yaitu kelompok eksperimen dan kelompok kontrol. Penelitian ini mengambil dua kelas yaitu XI IPA 6 yang terdiri dari 28 siswa sebagai kelompok eksperimen dan XI IPS 3 yang terdiri dari 32 siswa sebagai kelompok kontrol. Validitas wajah dan validitas isi digunakan dalam penelitian ini. Validitas dilakukan dengan meminta guru bahasa Inggris dan dosen menjadi expert judgement untuk memvalidasi instrumen menggunakan validasi rubrik. Untuk mengukur reliabilitas penelitian ini menggunakan reliabilitas antar penilai sekaligus memberikan skor kepada siswa. Penelitian ini menggunakan SPSS 23 untuk menganalisis data tes berbicara melalui beberapa kegiatan. Instrumen pengumpulan data dalam penelitian ini adalah berbicara yang menggunakan pre-test dan post-test. Tes dibagi dalam dua sesi, yang pertama adalah pre-test sebelum perlakuan. Yang kedua adalah post-test setelah perlakuan. Setelah diberikan perlakuan siswa mengalami peningkatan, kelompok eksperimen mendapat skor dengan rerata skor 59,82 yang tergolong cukup baik. Hasil analisis data menunjukkan bahwa ada peningkatan yang signifikan dalam kemampuan berbicara siswa setelah diajar menggunakan video VoA Learning English. Hal ini dibuktikan dengan hasil analisis statistik tingkat signifikansi. Data dianalisis dengan menggunakan rumus uji-t. Hasil uji Independent Sample post-test bahwa Sig. (2-tailed) adalah 0,030 < 0,05. Artinya H0 ditolak dan Ha diterima. Berdasarkan hasil analisis, berarti terdapat keefektifan yang signifikan dari penggunaan VoA Learning English untuk meningkatkan keterampilan berbicara siswa kelas XI SMA Islam Sultan Agung 1 Semarang karena video VoA Learning English memiliki beberapa keunggulan seperti dapat meningkatkan keaktifan siswa. Kemudian, dapat membantu untuk menghindari siswa bosan selama proses belajar mengajar dan video VoA Learning English dapat memotivasi dan mendorong siswa untuk lebih tertarik dan antusias dalam belajar bahasa Inggris terutama dalam keterampilan berbicara.

***Kata kunci: VoA Learning English, Keterampilan berbicara, media pengajaran.***

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# CHAPTER I

# INTRODUCTION

This first chapter contains the Background of the Study, the Reasons for Choosing the Topic, the Question of the Research, the Objective of the Study, the Limitation of the Study, the Significance of the Study, the Definition of the Key Terms, and the Outline of the Study.

## 1.1 Background of the Study

English is a universal language. There are many languages used by people all over the world, one of which is English (Agustin, 2013). English is an international language that is already spoken all over the world. This is the language used and taught in academia (Alastrué, 2015). English is used as the first or second language to communicate between people with different mother tongues over a wide area. Crystal (2012) states that the number of people in the world who communicate in English with international speakers is steadily rising compared to other language speakers. It can be concluded that people are more interested in English than the other languages.

In Indonesia, people usually use more than one language in communication. They combine their first language which is Indonesian language with the other languages like English, Arabian, Mandarin, and others. In addition, English does not only facilitate us to communicate with foreigners, but also foster us in understanding a lot of books, journals, or articles. In the public community, people usually tend to use the international language, not their mother tongue. This is done so that it can be understood, because not everyone knows their mother tongue. Currently, the language most widely and interesting to be studied by citizens of the world is English (Crystal, 2020). Therefore, English is the most important language that must be mastered by students in this 21$^{st}$ century to be able to communicate and cooperate with people around the globe.

In English, there are 4 skills that learners must master, namely Reading, Listening, Speaking and Writing. Speaking is very important, especially in our communication with others by speaking. According to Kayi (2006), speaking is a crucial part of second language learning and teaching. Speaking is one of the skills in English that must be mastered. By mastering Speaking skills, students will find it easier to understand English and communicate using English. Darmadi, Sudarsono, and Regina (2019) defined speaking as a productive skill that can be observed directly and empirically. Students are expected to have adequate skill in speaking which can be learnt from day-to-day interactive communication in the classroom.

Generally speaking, the teaching of English language in Indonesia has been labeled as to be far from successful. The aim of teaching speaking should be to improve students' communicative skills, because in that way students can express themselves and learn how to follow appropriate speaking rules in every social, cultural, and communicative situation. The most important problem is, there are many students in senior high school have not mastered speaking skill, because like writing, speaking includes into an active skill. In fact, many students have no self- confidence. The students simply cannot imagine how to speak English without studying English more. They tend to hesitate to practice it. Many students, who do not know about English well have difficult spoken in English. In addition, they are also embarrassed to speak English because they are not fluent. They felt nervous when speaking, constantly worried about making a mistake. As a consequence, they cannot verbalize and end up saying nothing. This certainly hinders the effectiveness of students in learning English. The way the teacher teaches students is still in a monotonous teaching style and there is no use of innovative learning media that can motivate students to learn (Wayan and Gunada, 2017). This is what makes students lazy to learn while in class.

Another problem which made students were not good at speaking is because the schools are still using monotonous teaching style, in which it includes teacher explaining the

material, writing it on the board, and opening question and answer session. Meanwhile, the students just sit on the chair and write down the materials. They also keep silent when the teacher asks them in question and answer session. The students did not give any response. In fact, based on the Internship 3 experienced in SMA Islam Sultan Agung 1 Semarang, most of the students are not yet achieved the minimum standard criteria speaking based on their performance, especially in speaking to the audience. From the interview result, the first problems is learning that often occurs in the classroom is still dominated by teachers, so learning that is done in the classroom is less effective. Second, at present there are still many teachers who use only as listeners loyal and unable to be active in the learning process.

There are many ways to help students in learning speaking. One of the ways is through authentic materials, such as news video. According to Ishihara, N., and Chi (2004), teachers prove students appear to be more motivated about language learning when the use of video media is involved, especially news videos. There are three kinds of media, visual media, audio media and audiovisual media. Videos is characteristic of audiovisual media, because can be listening and watching. The use of facilities and media as a fun learning strategy is also very much needed to support student activity during the teaching and learning process. One of them is by using technology and applications available on the internet today. In the world of education, technological developments greatly affect the learning model based on existing learning theories. Technology is a tool for communicating and interacting on the Internet. It is not surprising that classroom learning has used technology and the internet as a means to support the effectiveness of the teaching and learning process.

Nowadays, in early 2020, the world was shocked by the outbreak of coronavirus disease 2019 (COVID-19). As a result of this pandemic, all activities are carried out from home, either work or school. Currently, learning is carried out online from all education levels starting from kindergarten until higher education, which requires that all have cell

phones and adequate internet access. Especially in the current situation of the COVID-19 virus pandemic online learning is prioritized to prevent the spread of the virus. E-learning is an electronic learning or teaching and learning process that is carried out online or far away distance. E-learning connects students and teachers in online learning. As we know, there are lots of digital media namely, Instagram, Youtube, Twitter, Facebook, Line, Tiktok, and many more. Youtube is one of the most frequently used media in the learning process. One of the digital Youtube media in E-learning is VoA. VoA or known as Voice of America, is a television station in the United States that broadcasts news, information, and advertising. VoA is also available on the Youtube channel. Students usually tend to learn English self-taught through Youtube. They watch movies or videos in English. From these activities, it can be concluded that students are able to imitate and understand what they are watching.

Considering the problems above and the advantages of applying the VoA media in teaching learning process, hopefully it can allow students to be active in learning processes. Therefore, this study entitles *"The Effectiveness of Using VoA Learning English Media to Improve Students Speaking Skill"* at the eleventh grade of SMA Islam Sultan Agung 1 Semarang in 2021/2022 Academic Year is possible to be conducted to figure out whether or not VoA Learning English media is effective in e-learning process.

## 1.2 The Reason for Choosing the Topic

The topic in this study concerning improving students' speaking skill through VoA Learning English, was selected based on an unintentional experience when conclude an Internship 3 teaching program. The real condition in classroom showed that learning to speak is slightly more difficult than other skills due to students' lack of motivation in speaking English, and lack of vocabulary mastery. Therefore, the study tries to find out the use of

VoA Learning English media whether or not it is effective improve students speaking skills English proficiency.

## 1.3 Research Questions

Based on the reason for choosing the topic, the research question is formulated as follows :

Is the use of VoA Learning English media in Youtube effective to Improve students' speaking skill of the eleventh grades of SMA Islam Sultan Agung 1 in the 2021/2022 academic year?

## 1.4 Objective of the Study

Based on the research question above, the objective of study is :

To find out whether or not using media through of VoA Learning English in Youtube is effective to improve students speaking skills for eleventh graders of SMA Islam Sultan Agung 1 Semarang in the academic year 2021/2022.

## 1.5 Hypotheses of the Study

According to Gay and Airasian, (2000), hypothesis can be characterized by Alternative and Null Hypothesis in term of how they are divided or put a reference that they stated. The hypotheses is as follows :

1) Null Hypothesis ($H_o$)

   There is no significant difference in speaking ability of the Eleventh grades of SMA Islam Sultan Agung 1 Semarang in 2021/2022 academic year who were taught using of media VoA Learning English in Youtube and those who were taught using regular instruction.

2) Alternative Hypothesis ($H_a$)

There is a significant difference in speaking ability of the Eleventh grades of SMA Islam Sultan Agung 1 Semarang in 2021/2022 academic year who were taught using of media VoA Learning English in Youtube and those who were taught using regular instruction.

## 1.6 Significances of the Study

The significance of this study is expected to provide both pedagogical and practically benefits, as describe below :

1) Pedagogical Significance

a. For Students

This study is expected to motivate students to become more active in class.

b. For Teacher

To create the teacher to be more creative to provide enjoyable teaching and learning process in classroom and create good interaction between the teacher and the students in teaching speaking skill.

c. For Schools

This study is expected to give a contribution vailability of alternative learning resources to Support the development of technology for the English teachers in teaching speaking using VoA Learning English video especially in the environment of senior high school.

2) Practically Significance

a. English Teacher

This study can improve the teachers ability in teaching speaking to help students in teaching speaking in the class. Besides that, the teachers can make the students interest in English learning especially in speaking skill.

b. Students

This study is expected to raise students' interest in learning English, especially in speaking. The students' can enjoy when they learn English and fun learning process.

c. The future researcher

The result of this study is hoped to inspire other researchers for getting more information and conducting much better and deeper researches about the same or different topics in the future.

## 1.7 Limitations of the Study

This study focuses on investigating the effectiveness especially in the use media through of VoA Learning English to improve students' speaking skill at the eleventh grade of SMA Islam Sultan Agung 1 Semarang in 2021/2022 Academic Year.

## 1.8 Definitions of Key Terms

In this part, the study would like to clarify and explain the terms used in this study. The definitions of key terms were as follows:

**1. Speaking Skill**

According to National Education Department (2017) on Competence Based Curriculum speaking is one of the four basic competences that the students should gain well. Speaking is one of the most important skills to be developed and enhanced as means of effective communication. The main aim of English language teaching is to give learners the ability to use English language effectively and correctly in communication (Davies, Pearse, and Press, 2017). The another purpose is to develop students' skills so that all four English skills can be mastered. This is also supported by Kayi (2006) defined that speaking is an important part of learning and teaching a second language, and needs to be mastered.

## 2. VoA Learning English

Voice of America (VoA) is an English factual news and information about science, education, economics, American history, and life in the United States that is published by VoA Special English. According to Nan and Mingfang (2009), "VoA special English program uses a basic vocabulary of 1.500 English words to deliver interesting written and audio reports on news, music, language, culture, and other topics. It involves students actively in process where they have to use their fluency, pronounciation skills and their own speaking skills.

VoA Learning English is one of the channels on Youtube (https://www.youtube.com/user/VOALearningEnglish). This channel contains the latest topics that are relevant, factual, and interesting. As stated by (Alavijeh & Marandi, 2019) VoA Learning English which is one of the most popular English language programming channels that provides learning English skills.

By providing this VoA channel with English content in Youtube, it is hoped that it can attract their interest to learn more English. It is also hoped that viewers can improve their English skills after watching this channel.

## 3. Teaching Media

According to Usman and Asnawir (2002), literally media has the meaning of an intermediary or introduction. Media is an intermediary, and it is also a suggestion of communication that is carrying information between a source and a receiver. The Association for Educational Communications and Technology (2014), defined the teaching media that is all forms used for a process of information distribution. The purpose of teaching media is to facilitate communication and learning. The media be used to good interactive learning environment and as having a wide range of easiness for students, anywhere and anytime. While using media is the use of electronic educational technology in learning online learning.

## 1.9 Outline of the Study

Chapter I was the Introduction which consisted of the Background of the Study, the Reason for Choosing the Topic, the Question of the Researcher, the Objective of the Study, the Limitation of the Study, the Significance of the Study, the Definition of the Key Terms, and the Outline of the Study.

Chapter II shows about review of related literature which described several points theories underlying the study and review of similar previous studies.

Chapter III describes about the research method. It contained of the Research Design, the Subject of the Study, the Instruments of the Study, the Validity and Reliability of the Instruments, Data Collection Technique, and Data Analysis.

Chapter IV Finding and Discussion, this chapter explains the description of data and the analysis of data.

Chapter V Closing, this chapter consists of conclusion and suggestions

# CHAPTER II

# REVIEW OF RELATED LITERATURE

This chapter contains with General Concept of Speaking, Definition of Speaking, Types of Speaking, the Function of Speaking, Teaching Speaking, Definition of Media, Kinds of Media in Teaching Speaking, Advantages of Media, Disadvantages of Media, Definition of VoA, Advantages VoA, VoA English Learning Channel, Teaching Speaking through Media by using VoA, and Review of Previous Study.

## 2.1 General Concept of Speaking

This sub-chapter contains Definition of Speaking, Types of Speaking, and the Function of Speaking.

### 2.1.1 Definition of Speaking

Speaking is a form of skill in English. Speaking is one way to communicate ideas and thoughts which are messages directly or indirectly to the public. According to Moris and Novia (2010), speaking is a beginner means of communication among members of society in expressing their thoughts and as a representation of social behavior. To most people, mastering of speaking skill is one of the most important aspect of learning a second or foreign language, and success of speaking is measured in terms of the ability to carry out a conversation in the language (Nunan, 2015). Learners need to be able to know English orally to enhance their English competence because, in common sense of people's viewing, speaking is one of the crucial parts. Speaking a foreign language is a very complex skill, including vocabulary, grammar, pronunciation, and fluency, the ability to structure talk or even non-verbal abilities. Broughton (2002) stated the ability to speech a foreign language is the most pressed

skill, because someone who can speech a language will also be able to understand it. With the ability to speak skills, it shows that we are fluent in English.

From the definition above, it can be conclude that speaking is a productive skill, and the ability to express the communication with other. Because the main purpose of speaking is to communicate in order to express thoughts effectively, students thought that they have to understand the meaning of all words to be able to communicate. Therefore, in formal environment, students are suggest to practice communicating by using English daily, including when they interact and communicate with teacher. In fact, communication is important and it is done always done through interaction.

### 2.1.2 Types of Speaking

There are five categories of types of speaking that the learners are expected to perform in the classroom stated by (Mendes et al. 2004). They are imitative, intensive, responsive, interpersonal, and extensive.

1. Imitative

This category includes the ability to practice an intonation and pronounciation focusing on language form. The teacher uses drilling in the teaching learning process. Using drilling technique the students get opportunity to listen and to orally repeat some words.

2. Intensive

The students' speaking performance that is practicing some phrasal, phonological and grammatical aspects of language. Intensive speaking involves producing of language in short oral. It usually places students doing the task in pairs (group work), for

example, reading aloud that includes reading paragraph, reading dialogue with partner in turn, reading information from chart, etc.

3. Responsive

Responsive include interaction, greetings and small for talk, simple requests and comments. At this level the focus is on students' ability to respond well to greetings or questions. This types are assessed if they have the ability to imitate a word while pronouncing.

4. Interpersonal (dialogue)

A communication process that takes place between two or more people face to face, and gives the feedback message. This communication occurs because there is a personal relationship between the speakers. The forms of interpersonal speaking performance are interview, role play, discussions, conversations and games.

5. Extensive (monologue)

Extensive is a verbal communication by ownself without the interlocutor or other person. Teacher gives students extended monologues in the form of oral reports, summaries, and story telling and short speeches. Oral presentation are excellent ways to assess students' extensive speaking abilities. Oral presentations can be centered around any theme or topic.

Based on the theory above, it can be concluded that there are some points that should be considered in assessing speaking. The students need to know at least the pronunciation, vocabularies, and language functions that they are going to use. When the students have been ready and prepared for the activity, they can use the language appropriately.

### 2.1.3 The Function of Speaking Skill

Speaking is the ability to produce word, to express, to deliver thought, idea and feeling. It is not an instant skill to be acquired. It is need a long process. Mastery of speaking skills in English is something that is a priority for many second and foreign language learners (Finocchiaro, 2011).

According to Gelabert et al., (2015), there are three functions of speaking. Each speaking activity is very different in terms of form and function and also asks different questions (Ahmad, 2016).

a. Speaking as interaction

This is interactive communication that is done spontaneously by two or more people. It is about how people try to convey their message to others. The main objective in this function is social relations.

b. Speaking as a transaction

In this type of spoken language, students and teachers focus on meaning or speech what need to being conveyed clearly and accurately that can understand. For example, classroom group discussions and problem-solving activities. Group discussion activities can be initiated by having students work in groups to prepare a short list of controversial statements for others to think about.

c. Speaking as a performance

Talk performance is a conversation that conveys information in front of an audience or public talk, such as classroom presentations,telling stories,public speaking, public announcements, and speeches. It types focused both on message and audience. In this case, speaking activities focus more on monologues than on dialogue.

From those definitions above, speaking as activities by which human beings try to express thought, feeling, opinion, and to exchange information by using utterances in the form of communication. All speaking functions are related to guide people in speaking activities. Therefore is the tool of communication, it is necessary for people to have a good speaking.

## 2.2 Teaching Speaking

Teaching speaking should be taught in attractive and communicative activities. Teaching speaking is not easy, because English is not a native language in Indonesia. Basically, people have many difficulties to learn it. It is caused that their environments do not speak English. It means that the opportunity to practice is not enough. The teacher must to try several strategies for teaching speaking that can be used to help language learners gain practice in speaking in target language (Gupta, 2019). They must have many strategies and interesting method to teach the student who have many characteristic.

Teaching speaking becomes important factor in language learning. because, for student this activity became chance to practice language knowledge in their real life. The teacher teaches four skills at once indirecly in speaking class. For example, the teacher hold the test by reading aloud, conducting dialogue in pair or telling story**.** Anjaniputra (2018) said that the main activity in speaking class is how the student can produce sounds or in other hand student must speak up. Teacher gives chance to all student to try speak up, but, the teacher must guide and control this activity. This speaking activity can become assessment media to measure student achievement. To create interesting activity in speaking class the teacher can hold many activities such as, listen and repeat, conducting dialogue in pair, discribing picture, reading aloud,

and etc. The important thing is teachers have to involve the students in more learning through communicative speaking activities.

## 2.3 Teaching Media

This sub-chapter contains Definition of Teaching Media, Kinds of Media in Teaching Speaking, Advantages and Disadvantages of Teaching Media.

### 2.3.1 Definition of Teaching Media

Technology is useful for contributing to the teaching and learning process, especially in the Covid-19 pandemic situation. The pandemic situation requires us not to gather and meet people in person to anticipate the spread of the virus. All sectors of the economy, industry and education are carried out far away or online. In the world of education, the use of technology such as the internet is certainly able to bring together students outside of school to discuss or learn. One of them is by using the media as a means and facilities in the online teaching and learning process (Jannah and Hartono, 2018). In addition, the media facilitate the teacher easy to teaching process.

According to Usman and Asnawir (2011), literally media has the meaning of an intermediary or introduction. Media is an intermediary. Media help teacher to teach more reflectively and the learning concepts more effectively. As stated by Kamaludin (2009) the purpose of the media is to facilitate communication and learning. Especially video, video is a media that displays movement, including DVD, video recording, computer animation, and so forth. The most famous website in internet is Youtube. Youtube can help teacher in looking for teaching media like video. The teacher can choose the most appropriate video as the teaching media. Video is flexible

teaching media for teacher in teaching learning process. Video it self can help teacher in explaining the material. By using video as a media for teaching speaking, students can have a new perspective of teaching learning process. Teaching learning process can be fun.

Education uses advanced technology such media as E-Learning or Electronic Learning, which consists of the internet and electronic media as learning media and communication tools. At present, e-learning media focuses on education and learning. Currently, E-Learning media is a type of teaching and learning that allows the teacher to convey teaching materials to students using internet, intranet, or other computer network media (Baidawi, 2016). The application of e-learning media makes learning more accessible when students are not present in class, they can access the teacher's e-learning site. In the teaching and learning process through E-Learning media, the material provided to students can be accessed anytime and from anywhere so the students more easy to study (Suartama, 2014). With the use of media material or knowledge that is reached by students will be wider.

From the explanation of the experts above it can be concluded that E-Learning is a interest modern media that can stimulate and encourage students motivation of students learning process especially on English speaking skill. This model of learning makes it easy for teachers and students because learning can be carried out anytime and anywhere. The creative use of the media will enable students to learn better and be able to improve their skills that they want to achieve.

### 2.3.2 Kinds of Teaching Media for Speaking

There are some kinds of media in Teaching Speaking. According to Demyan (2014) some kinds of media in Teaching Speaking are follows:

a. Audio media

Audio media refer to media which deliver messages in an audible form. By this media, the people can easy o receive the messsage. In this case, the messages are delivered through sounds such as audiotapes, cassettes, radio, recording, CDs, etc.

b. Visual media

Visual media in language teaching are simply defined as media that can be seen during the process of teaching and learning. The use of sound visual components make the user more understand. Types of commonly used visual media are pictures, flashcards, flannel boards, puppets and so on.

c. Audio-visual media

Audio-visual media combine the two kinds of media. It basically cannot only be seen but also heard, for example films, video and video recordings are examples of audio-visual media. It can be concluded that someone gets a message through the media is not only heard but can also be seen what the contents of the message. The use are audio dan visual make the user more inerested.

Based on the theory above, it can be concluded that there are some points that should be considered in the use of media. The teaacher need to know what the effective media that they are going to use. When the teachers have been ready and choosen the media for the activity, the classroom learning process will be enjoyful and condusive.

### 2.3.3 Advantages of Teaching Media

According to Chan (2011), teaching learning process using media has several advantages, such as:

a. Learning media can clarify the presentation of messages and information that can facilitate and improve the process of teaching learning activities.

b. The media can make students easy to understand the material because they are interested in teaching learning process.

c. Low cost, using media is much cheaper than old educational techniques, more appreciated for not using paper and pencil, and reduces the habit of fotocopy as the learning material it also reduce the costs of tutoring educators. It also saves a lot of time between students and teachers.

d. Flexible and Accessibility, learning resources become easier to be accessed through internet networking with a wide access than monotonous learning style. Using media can access anywhere and anytime without a strict time basis. Currently, the using of E-Learning media is used by students from elementary, junior high, high school, to college.

Based on the theory above, it can be concluded that there are some advantages points in the use of media. The use of teaching media in the teaching and learning process hoped through well and the students not in a bored condition because monotonous teaching style.

### 2.3.4 Disadvantages of Teaching Media

These are some of the main drawbacks of media, and these problems are common in online learning. There are the disadvantages of media (Salerno, 2008) :

a) Lack of interaction between teachers and students or indeed between understudies themselves.
b) Students who do not pay attention in learning process tend to fail.
c) Not all places can access internet, such as signal, phone, accessibility of power, or computer.
d) Limited availability of software (software), which costs are still relatively expensive.

Most of the problems associated with implementing technology and learning facilitate. Though several disadvantages exist, it can be concluded that the using of media outweighs its disadvantages and proves to be more effective learning for future generations.

## 2.4 Voice of America

This sub-chapter contains Definition of Voice of America and the Advantages of Voice of America.

### 2.4.1 The Definition of Voice of America

VoA Special English Learning Channel is Channel in Youtube that consist video on news, music, culture, and other interesting topics. This program uses many English words to deliver article around the world in a way with audio and video using English that make the listener easy to understand. Besides, materials provided in the VoA program is highly recommended to teach or to drill speaking skills (Makiabadi and Square, n.d, 2018). Because using VoA can make the students more creative to understands the material.

VoA Learning English is designed for millions of English learners worldwide. It shows that VoA Learning English is appropriate can be used to teach in Indonesia. Andansari (2021) said that VoA Learning English provides an extensive instructional opportunity to speak and write. When the material is interesting, students are more likely to engage in assignments, learn, and practice the learning process.

For those reasons, this present study investigates how the implementation of teaching materials from the VoA video instruction and materials in speaking learning in class and how students respond to the use of material from VoA for speaking skill learning in the classroom. The present study's result would significantly contribute to teaching English speaking using from VoA instruction and materials, particularly for secondary students.

### 2.4.2 Advantages of VoA

According to Nurfitri, Ikhsanudin, and Endang (2013)**,** there are some positive relation of the use of English Learning Chanel "VoA" to some activities and principles of teaching a foreign language which can be listed as follows:

a. The use of English Learning "VoA" can involve communicative activity, such as, problem solving and role play.
b. It lets students to express their idea and opinions
c. It provides more time to expose and practice speaking which is limited in classroom.

The teacher will have various teaching methods, not only focus on teaching in verbal communication. So that, the students will not feel bored and reducing teacher's tiredness in teaching along time in the classroom.

## 2.5 English Learning Channel

In nowdays, the development of technology going too fast, especially with the industry revolution 4.0. Learning can be fun and exciting by adapting and implementing technology as the media for learning English.

Many programs in the electronic technology media can be accessed, such as Google, YouTube, and Podcast. The news and information abroad can access BBC News, CNN, Euro News, and Voice of America (VOA). One known program that promotes students' English learning is the channel of Voice of America in Youtube. English Learning Channel “VoA” which provide various materials that can be used as the media to help to learn English ((Mahmudah et al., 2019). This channel can improve in English skill.

Taking advantage of the Internet facilities especially in youtube, the VoA Learning English Channel can promote the spread of Learning English under the label of English education. Darti and Asmawati (2017) stated that higher education students faced internal and external difficulties especially in improving speaking skills. The internal problem included lack of vocabulary, accent, and, anxiety, while external problems, including inappropriate speaking materials and unsupportive environment to improve speaking skills.

Using VoA Learning English Channel as video materials and instruction materials it is hoped effectively engage students' active participation in speaking class (Laeli et al, 2021). Behind that, upgrading the teacher ability to use technology and select appropriate materials. The English teachers also need to consider the importance of authentic materials such as watching VoA English Learning Channel materials in teaching the students speaking skills.

## 2.6 Teaching Speaking by Using Voice of America

The goal of teaching speaking is communicative efficiency. Pollard and Anderson (2010) states that speaking is one of the most difficult aspects for students to master. The reason why speaking is difficult aspect for students to master, because they are poor in grammar, vocabulary, and pronounciation. According to Kurniawan (2016), the students do not having enough exposure to English because they infrequent English speaking practice in daily life, they prefer to could use the mother tongue to communicate instead of using English. Feeling shy and laziness to learn English is also a factor of lack in speaking skill.

In teaching speaking teachers teach more complicated way how to produce word become a sentence and how to respond another speakers. In teaching and learning process, media are needed to improve the students' ability. Usually, the students fell bored with the media in teaching and learning process, students need a media that can attract their attention and provide comfort in learning speaking. Suharsih and Supriatna (2020) states that the use of effective and interesting media in teaching can help the students understand the material easily. The effective media in teaching speaking will help the students in their speaking activity and solve their problem in speaking.

There are kinds of media can be used in the teaching learning process one of them Video, especially Youtube video. VoA is chosen to help students in their speaking especially in expressing suggestion and opinion. In expressing their skill, the students are helped by other student to comments their perfomance which is good or not and improve their pronunciation. In expressing students speaking skill, the students improve their ability to show their personalities from their speaking skills perfomance to the whole class whether it is understandable or not.

Neverthless, there are some problems that will appear in using VoA as a media for example the students may find difficulty to listen the pronounciation, catching the meaning of vocabulary, confuse to use the past or simple tense, and nervous to product their idea orally. To solve these problems, the teacher can play video slowly not too fast, teachers show some possible vocabulary that will be met in video, the teacher give explanation about the use of simple past tense or present tense by showing and drilling the pattern through exercise, then give high motivation to the students to be brave to try.

## 2.7 Review of the Previous Studies

The first previous study was conducted by Indah Muzdalifah and Lucky Laura Van FC (2018) by the title *Vo A Special English: Increasing Students' Speaking Skill at Faculty of Computer Science***.** This research was conducted in February 2018 - July 2018 in Informatics Engineering Study Program Faculty of Computer Science. The object of this research is the 1 class of Computer science students second that consist of 25 students who participated in this program. The purpose of this study was to find out whether the use of VoA Special English Education report can improve students' speaking skill in English. This study uses quantitative and qualitative research by classroom action research method. Data was collected by applying the speaking test which used rubric scoring. The results of this study shows that there is significant improvement of using VoA Special English Education.

The second previous study was conducted by Alfin Nurfitri, Ikhsanudin, Endang Susilawati (2015) by the title *The Effectiveness of VoA Video Learning English "Education Report" To Teach Speaking*. This research was conducted in grade X students of SMAN 7 Pontianak. The population is 252 students in class X. The

objective of this research is 38 students in MIA 4. The purpose of this research is to find out whether the use of VoA video Learning English "Education Report" as teaching materials is effective in teaching speaking and to find out how effective it is to teach speaking. This study also observed the quality of watching VoA Video Learning English with substitle while they listen to it and read the news can improving student speaking skills. Data was collected by pre-test and post test are used to investigate students' speaking skill. This research method is a pre-experimental. The results of this study showed that that the use of VoA Video Learning English "Education Report" is effective as materials to teach speaking and it gives a strong effect on students' speaking skill grade X in SMAN 7 Pontianak school year 2014/2015. Thus, VoA video is appropriate to teach English in Indonesia.

The third previous study was conducted by Indah Muzdalifah (2018) by the title *The Effect of Listening VoA Special English on the Speaking Competence of Computer Science Students at Universitas Lancang Kuning.* The participant of this study were ten students of Computer science. The purpose of this research is to find out whether the habitual of listening VoA Special English Education Report can improve the students' competence in Speaking Engllish. This study also aimed to compare between five students was asked to watch the VoA Special English Education Report everyday during three months continuously, while another five students was asked to watch the VoA Special English once a week during three months. The method of this research is quallitative research. The data was collected by using scoring test which this score is purposed to describe the different significant score between two groups of students. Another data to support this research is the students activity note book during three months. The research findings show that the speaking test of five students who watched the video everyday during two hours every week have better score rather than

the students who wacthed the VoA Special Engish Education Report once a week during four hours. The other results explain that the habitual listening of VoA Special English Education Report continuously can effect students' speaking skill in English especially in speaking.

These findings from all previous studies above showing that using E-learning media has a positive impact on students learning activity. The similarity of my research with previous research is that both use learning media such as e-learning. The difference between my study and previous studies lies in research objectives and research concepts, in my research objective is to find out about the effectiveness of using media by VoA to improve students speaking skill.

# CHAPTER III

# METHOD OF STUDY

This chapter contains Design of the Study, Subject of the Study, Data of the Study, Instruments of the Study, Technique of Collecting Data, Data Collecting Procedure, Data Analysis and Time Schedule.

## 3.1 Design of the Study

According to (Kothari, 2004), research design is a plan, roadmap or special strategy of investigation that has been prepared to obtain results and answers to research questions. This study applied quasi experimental research which aims at finding out the effectiveness of using VoA as a Learning English video to improve the students' speaking ability. According to (Creswell, 2020), quasi experimental includes assignment, but not random assignment of participants to groups. Moreover, this study used quasi experimental design because the participants are organized well in the class, where randomization is not possible.

This study involves into two groups that are observed in this research design. They are the experimental group and the control group.

The formula of quasi experimental research can be presented as follows :

**Table 3. 1**
**Design of Quasi Experimental**

| | | | |
|---|---|---|---|
| E | $O_1$ | X | $O_2$ |
| C | $O_3$ | | $O_4$ |

(Cohen & Manion, 2018)

Explained :

E : Experimental Group
C : Control Group
$O_1$ : Pre-test for the Experimental Group
$O_2$ : Post-test for the Experimental Group
$O_3$ : Pre-test for the Control Group
$O_4$ : Pre-test for the Control Group

X : Treatment for experimental group by using VoA Learning English

Both of groups are given same learning targets, but they are taught by using different technique. This study observed the quality of the subject by giving pre test - post test to know the speaking skill and their achievement, then give the students treatment. The experimental group will be treated by using VoA as a Learning English in treatment and the control group received usual treatment or conventional ways as the usual teaching in teaching and learning process.

After being given the different treatments, the students both of experimental and control group are given post-test. The purpose of the test is to find out the differences of the result between experimental group and control group after giving different treatment.

## 3.2 Subject of the Study

This sub chapter contains of Population and Sample that will be used in this study.

### 3.2.1 Population

According to Silaen (2018), population is defined as all members of any well-defined class people, events, or objects. The population of this study is eleventh grade students of SMA Islam Sultan Agung 1 Semarang in the academic year of 2021/ 2022. The whole students are 955 students who consist of thirty two classes, namely class Science, Social, and Language, that every class has 30 to 40 students. This study took in two classes from the population as sample of this research which consists of 61 students, which are divided into 2 classes.

### 3.2.2 Sample

Sample is a portion of a population (Sugiyono, 2017). It means that sample is a part of population that will be observe. This study took two classes as the samples in this research. The first class is class XI IPA 6 as the experimental group and class XI IPS 3 is the control group. In addition, The class XI IPA 6 was chosen as the experimental group which taught by using VoA Learning English video while class XI IPS 3 was chosen as the control group which is taught by using non VoA Learning English.

## 3.3 Data of the Study

This sub chapter contains types of data and variable, as follows :

### 3.3.1 Types of Data

This study used a quantitative approach. V. Wiratna Sujarweni (2014) stated that quantitative research is a type of research that produces findings obtained using statistical procedures or measurements with numbers. It is hoped that by calculating the data and objects obtained specifically, the research results can be received clearly.

### 3.3.2 Variable

Variable is the object of the study. According to Arikunto (2010), validity is a measurement which shows the levels of validity or the real of the instrument. In this study, there are two variables. They are independent variable and dependent variable.

a) Independent variable

Independent variable is a variable that affects or becomes the cause of the emergence of the dependent variable. Independent variable in this research will be Learning English Channel “VoA”.

b) Dependent Variable

Dependent variable is a variable that is influenced or becomes a result of the independent variable. The dependent variable in this study is speaking skill. Dependent variable in this research is students' speaking ability.

## 3.4 Instruments of the Study

This study used test as the instrument. According to Brown (2000), a test is a method of measuring a person's ability, knowledge or performance in a doing something. In this study, the test is intended to investigate the effectiveness of "VoA Learning English" on the improvement of students' speaking skill. There are two kinds of test used in this study, they are pre-test and post-test. The purpose of giving pre-test is to investigate students' speaking skill and their score before applying the treatment. Meanwhile, post-test is used to find out the enhancement of speaking skill and score of their speaking skill after applying the treatment.

In addition, pre-test and post-test conducted orally. To make the test valid and reliable, this study also examines validity and reliability of the instrument before collecting the data. The test validated by using content and face validity through expert judgment. While the reliability will be in inter-rater.

### 3.4.1 Validity of the Instrument

According to Carmines and Zeller (2013), validity is a measure that shows the level of valid data of an instrument. Validity is an important key to show the effective of the study. If a piece of research is not valid then it is cannot be used. Validity test is useful to know the validity or suitability used in study for measuring and obtaining research data from respondents. Based on Heaton (2004),the validity of a test is the

extent to which it measures what it is supposed to measure and nothing else. Validity have some types, there are construct validity, content validity, face validity and criterion validity. This study used content and face validity as an instrument to analyze the data.

Content validity is the validity associated with the good or bad sampling of a population. As stated by Azwar (2015), content validity is the congruity of the instrument between the curriculum objective and the objectives being assessed. Content validity ensures that the measurement includes an adequate and representative set of items that reveal the concept of the study.

Face validity is a test conducted to show that statement items have the impression of being able to reveal the research concept to be measured. According to Riffe, et.al (2019), face validity is very important in measuring individual abilities such as measuring intelligence, talent or skills. Face validity factor which is a measuring tool will determine the extent of people's interest in answering the questions or questions that have been provided. Face validity in this study aims to combine items that have the same meaning into one item (Hartling, 2012).

Based on the detail elevance of the face validity that take the test, the finals results can be validated. Therefore, in this study the instrument tested its content validity and face validity because the instrument is designed based on the basic competence of Curriculum of 2013, lesson plan, and the syllabus.

### 3.4.2 Reliability of the Instrument

Reliability is showing the extent to which the results of measurement research with the tool can be trusted. Klyatis (2012), stated that reliability is a measuring tool to determine whether the measuring instrument used is accurate, stable or consistent. According to Klyatis and Anderson (2018), that there are four main factors that affect

reliability, namely the range of the group being tested, the level of group proficiency, the length of data measurement, and the method of calculating the data. To measure that the instrument used is reliable. Stated by Sudjana (2004), a test can be said to be reliable or appropriate if the test has consistent results. This study used inter-rater reliability.

Inter-rater reliability is a measure used to test agreement between two people (evaluators or observers) on categorical variables. If there are more than 2 raters, then the inter-rater technique can be used. In this study, testing the reliability of the student assessment response instrument using *Cronbach's Alpha*. *Alpha Cronbach* method is used to measure student responses because this method is often used. Reliability analysis using *Cronbach's Alpha* produces a range of reliability values between 0-1. Determination of the level of reliability of the instrument used in this study, refers to the value of the interpretation of the coefficients which can be seen as follows :

**Tabel 3.2 Interpretation of Reliability Coefficient Value**

| Coefficient Value | Reliability Level | Percentage of Reliability |
|---|---|---|
| Above 0.90 | Very strong | 82 – 100 % |
| 0,08 – 0.90 | Strong | 64 – 81 % |
| 0,60 – 0.79 | Average | 35 – 63 % |
| 0,40 – 0.59 | Weak | 15 – 35 % |
| 0,20 – 0.39 | Minimal | 4 – 15 % |
| 0 – 0.20 | Poor | 0 – 4 % |

(Mary L McHugh, 2012)

## 3.5 Technique for collecting data

This study applied pre-post tests as technique for collecting data.

1) Test

The study used an oral test, and four aspect scored are pronounciation, vocabulary, grammar, and fluency. There are two kinds of test, such as:

- Pre-test

Pre-test conducted to the student in control class and experimental class in order to find out the speaking skill perfomance before treatment. The results of pre-test are compared with the posttest. This study took the students' score to know their speaking skill before giving the treatment. This study used pretest as an objective test conducted by oral test, type of speaking tests in the form of monologue text.

- Post-test

Post-test is conducted after the treatment to know the influence of VoA Learning English whether or not it can improve speaking skill after students are given the treatments. The type of test and the scoring system is the same as in the pre-test.

## 3.6 Data Collecting Procedure

There are some steps to collect the data in this study to support the data of teaching and learning process, as follows:

1. Choosing two classes as sample from the population and dividing them into experimental group and control group.
2. Conducting Pre-Test

   Before doing treatment, the students are given pre-test to know the students ability. It intended to see the students' prior knowledge on speaking ability. This method it used to determine the performance of students' speaking skills before being given treatment to the experimental group.
3. Giving Treatment

   After giving the pre-test in the experimental group, the students are treated to implementing using VoA Learning English as teaching media to help students in

experimental class to improve their speaking skills. Both the experimental and control groups tries to practice with the same material. After the post-test is administered, the scores of the two groups are compared to determine whether they differed significantly or not.

**Table 3.3 Treatment Planning Activities**

| Day | Activities | Material | Time | Target Treatment |
|---|---|---|---|---|
| 1 | - Teacher opens the lesson with greetings / prayers.<br>- Teacher attends or checks student attendance.<br>- Teacher informs the material to be studied together.<br>- Teacher plays video about "VoA Learning English" with interesting topic. | News Item text | 60 minutes | The students understand about the some topics on VoA "Learning English" videos |

| Day | Activities | Material | Time | Target Treatment |
|---|---|---|---|---|
| 2 | - Teacher opens the lesson with greetings / prayers.<br>- Teacher attends or checks student attendance.<br>- Teacher informs the material to be studied together.<br>- Teacher plays video about "VoA Learning English Channel" with other interesting topic. | News Item with the topic "Economic" | 60 minutes | The students practice their speaking skill about the some topics on VoA "Learning English Channel" videos |

| Day | Activities | Material | Time | Target Treatment |
|---|---|---|---|---|
| 3 | - Teacher opens the lesson with greetings / prayers.<br>- Teacher attends or checks student attendance.<br>- Teacher informs the material to be studied together.<br>- Teacher plays video about "VoA Learning English".<br>- Teacher asks each students to understanding the video.<br>- The teacher asks students to speak spontaneously what they get from the video.<br>- Teacher says thank you and close the class. | Structure of News Item text | 60 minutes | The students understanding about the contains on VoA "Learning English" video.<br>In some points, the students can explain about 5W+1H based on the contains in VoA "Learning English Channel" videos. |

4. Conducting Post-test

Post-test is given after the treatment has been completed. It is used to know the influence of using VoA Learning English to improve their speaking skill as teaching media after they are given the treatment. The topic is different as the pre-test.

5. Scoring

This study obtained the data from the pre-test and post-test as the sample group to find out how effective VoA Learning English as learning media.

6. Analyzing

After speaking assessment, the data analyzed using SPSS to find out the average value of all students after given the treatment.

## 3.7 Scoring Technique

To assess of students' speaking ability, this study uses scoring rubric which include the criteria, as follows:

**Table 3.4 The Scoring Rubric of Speaking Skill**

| **Speaking Rubric Score** | | | | | | **SCORE** |
|---|---|---|---|---|---|---|
| Name of Students : | | | | Class : | | |
| Criteria | **1** | **2** | **3** | **4** | **5** | |
| **Fluency** | Speech is slow, hesitant and strained. The voice inaudible. | Speech is frequently hesitant with some sentences left uncompleted, the voice very soft. | Speech is relatively fluent; some hesitation caused by repetition and searching for words, sound vibrated. | Some hesitation but manages to continue and a slight search for words. | Smooth and fluid speech. no hesitation. no attempts to search for words. the voice is excellent. | |

| | | | | | | |
|---|---|---|---|---|---|---|
| **Pronounciation** | Multiple problems with pronunciation. Pronunciation is lacking and hard to understand. | Some problems with pronunciation/intonation that may interfere with communication. | Nice pronunciation. Some effort at accent, but is look unclear | Pronunciation when pronouncing words is very good. Nice accent and sounds clear. | Pronunciation when pronouncing words is very good. Nice accent and sounds clear. | |
| **Vocabulary** | Bad or inaccurate word choice, vocabulary that is used does not match the task | Weak of language control. basic vocabulary choice words clearly lacking. | Adequate language control. vocabulary range is lacking. | Good language control. good range of relatively well-chosen vocabulary. | Rich and varied use of vocabulary. Excellent control of language features. | |
| **Grammar** | Frequent grammatical errors, meaning is obscured. | Frequent grammatical errors even in simple structures that at times not based on meaning. | Little variety in structures. Grammar is sometimes not appropriate for the level. | Some errors in grammatical structures possibly caused by attempt to include a variety | Accuracy & variety of grammatical structures | |
| | | | | | **TOTAL SCORE** | |

(Arianti, 2018)

The formula of rubric speaking scoring is:

**Total Score 20 x 5 = 100**

The students speaking score from scoring rubric calculated into numerical scale 0-100. The students speaking score from scoring rubric calculated into numerical scale 0-100. After getting the score, the rubric score is used to rate composition from

criteria task by (Chaney and Burk, 2004). It is used to measure the students' speaking skill in "VoA Learning English" can be interpreted, as follows :

**Table 3.5 Level of Rubric Scoring Ability**

| Score | Achievement |
|---|---|
| 95 – 100 | Excellent |
| 85 - 90 | Good |
| 70 – 80 | Proficient |
| 55 – 65 | Intermediate |
| Less than 50 | Poor |

The result of scoring speaking rubric is compared between experiment class and control class students. By using the rating scale, the score could make a rank order of the students' results on given categories.

## 3.8 Data Analysis

The gathered data used in order to fi gure out whether or not the experimental group achieved a good result than the control group on students' speaking skill of eleventh grade at SMA Islam Sultan Agung 1 Semarang. It is purpose to determine whether using VoA Learning English as a media in teaching speaking creates significant result on students speaking skill or not. This study uses two test to analyze. To deal with it, this study used statistic calculation through t-test formula in manual calculation and SPSS (Statistic Product and Statistic Solution). According to Ary (2010), the t-test for independent sample is a straight forward ratio that divides the observed difference between the means by the difference expected. There are some requirements that must be completed such as normality testing and homogeneity testing before doing the test.

a) Normality Testing

Normality test is a test to measure whether the data has normal distribution or not. To analyze normality testing of the data, this study use Kolmogorov-Smirnov test in SPSS. This method was chosen because it is often used in previous studies.

The statistical test was carried out by comparing the data distribution with the normal idea data distribution, with the same mean and median. Stated by Baharudin (2013), the data divided by normaly or not normal can be interpreted as follows :

**Table 3.6 Normality Testing Hyphoteses**

| Variance | The Percentage | Categories |
|---|---|---|
| Test significant Score | **< 0,05** | data is not normal |
| Test significant Score | **> 0,05** | data is normal |

b) Homogenity Testing

The calculation of homogeneity is to compare an attitude, intention, or behavior (variance) in two population groups (Widhiarso, 2011). The homogeneity test aims to ensure that the data to be measured does come from a homogeneous (same) population. After the data is normal, the homogeneity testing knowing whether experimental or control group have the same variance. It can be seen, as follows :

**Table 3.7 Homogenity Testing Hyphotesis**

| **Comparison** | **The percentase** | **Hyphotesis** | |
|---|---|---|---|
| | | $H_0$ | $H_1$ |
| t-test > t-table and significant | **< 0,05** | Rejected | Accepted |
| t-test < t-table and significant | **> 0,05** | Accepted | Rejected |

After the collection of comparison calculations on normality and homogeneity data has been carried out, the final results of this study will be obtained. In conclusion, the data is said to be valid and normal if the data significant 2 tailed > 0.05 and the hypothesis $H_0$ is accepted. However, if the data obtained exceeds < 0.05 then the data is declared abnormal

Therefore, the use of VoA Learning English is effective if the data stating the comparison between the experimental group and the control group get results < 0.05, which means $H_0$ is rejected and $H_1$ is accapted. It can be

concluded that the VoA Learning English is effective as a medium in the teaching and learning process to improve students' speaking skills if the significant 2 tailed results are < 0.05.

## 3.9 Time schedule

This sub chapter contains of Time of the Study, Places of the Study and The Procedure of the Study.

### 3.9.1 Time of the Study

This study conducted on 23 November – 3 Desember 2021.

### 3.9.2 Place of the Study

This study will be held at SMA Islam Sultan Agung 1 Semarang in the academic year of 2021 / 2022 which is located on Jl. Mataram No.657, Wonodri, Kec. Semarang Selatan., Kota Semarang, Jawa Tengah 50242, telp/Fax (024) 8313755.

### 3.9.3 The Procedure of the Study

In a collecting data to doing the research, there are some procedures to do before the study, those steps were:

a) Preliminary visit

Visiting schools to obtain permission to conduct the research and find the information about teachers and students as participants.

b) Contacting the headmaster

Asking permission to the headmaster of SMA Islam Sultan Agung 1 Semarang giving the permission letter.

c) Contacting the English teacher

After receiving the permission, meeting with the English teacher and asking for the data of the students, and asking guidance about the test and material that will be given to the students

# CHAPTER IV

# FINDING AND DISCUSSION

This chapter consist of Description of School's Profile, Description of the Participants, Validity and Reliability of the Instrument, Analysis of Pre-test, Analysis of Treatment, Analysis of Post-test, and Discussion of the Research Findings.

## 4.1 Description of School's Profile

This research was conducted at SMA Islam Sultan Agung 1 Semarang for students Class XI IPA 6 and XI IPS 3. This study have been were held on 23 November - 3 Desember 2021. SMA Islam Sultan Agung 1 Semarang is one of Senior High School in Semarang. SMA Islam Sultan Agung 1 Semarang is located on Jl. Mataram No.657, Wonodri, Kec. Semarang Selatan., Kota Semarang, Jawa Tengah 50242. This School has 118 teachers. From all of them, there are three teachers who teach English lesson in SMA Islam Sultan Agung 1 Semarang. Furthermore, this school organize English Club to help students improve their English ability.

This school has three major which are IPA, IPS, and Bahasa. There are 10 clases for Eleventh graders with total number 955 students. Every class consist of 30 - 40 students. The quality of English teacher is profesional to cooperate with the students and also good to communicate with the students. Furthermore, the environment is polite because the headmaster, teachers, staff, and the students are welcome in this school.

## 4.2 Description of the Participants

The participants of the study was Eleventh grade of SMA Islam Sultan Agung 1 Semarang. In this study involved two groups they are the experimental group in the XI IPA 6 class and control group in XI IPS 3 class. In the experimental class students used the VOA

method in learning and the control group used the usual method. They were non randomly taken, based on the English teacher suggestion.

**Table 4.1 The Participants**

| Group | Class | The students | | Total of Students |
|---|---|---|---|---|
| | | Male | Female | |
| Experimental | XI IPA 6 | - | 28 | 28 |
| Control | XI IPS 3 | 32 | - | 32 |
| | | | **TOTAL** | 60 |

This study took an experimental because this study aims to determine the effectiveness of influence VoA Learning English by giving treatment to the experimental class while the control class is given treatment but use the conventional method.

## 4.3 Validity and Reliability of the Instrument

This sub-chapter contains of Validity and Reliability that was use in the study.

### 4.3.1 Validity

The instruments validation of this study used content and face validity. This validity was assessed through the professional judgement of the content and appreance of the test. Moreover, the test content was suitable with the syllabus and clearly identified in appropriatness what would be measured. An approval of the English teacher was also asked to validate the instruction test that was used in this study. Both of the validation rubric are attend in appendix 3 and appendix 4.

### 4.3.2 Reliability

The reliability instrument is intended to test the degree of consistency and to check students' abilities. The reliability of the instrument in this study was calculated using the *Cronbach's Alpha* formula with the help of SPSS 23.00 for windows. The criteria used to

determine the reliability of the instrument are based on the value obtained from the calculation results. In this study, 2 assessors were used to ensure the reliability of the test and provide an assessment, namely the English teacher and my self as a researcher. 23 November - 3 Desember 2021, that consisting of 60 students. The result of inter-rater reliability can be presented below:

**Table 4.2 Table of Reliability**

**Reliability Statistics**

| Cronbach's Alpha | N of Items |
|---|---|
| .804 | 2 |

Based on the table 4.2, it showed that the inter rater reliability correlation was 0.833. The 2 items in the table were take based on the scores of all agreements between experts or raters in assessing each indicator on the instrument. It can be concluded that the score of first rater correlates with the second rater, then it could be said that the test is reliable.

The scoring students score of Pre-test and Post-test from 2 assessors, can be seen on the table below:

**Table 4.3 Table of Rater 1 and 2 Students Pre-test**

**PenilaiPretest_1 * PenilaiPretest_2 Crosstabulation**

Count

| | | PenilaiPretest_2 | | | | | | Total |
|---|---|---|---|---|---|---|---|---|
| | | 20.00 | 25.00 | 30.00 | 35.00 | 40.00 | 45.00 | |
| PenilaiPretest_1 | 20.00 | 3 | 0 | 8 | 0 | 0 | 0 | 11 |
| | 25.00 | 0 | 1 | 0 | 0 | 0 | 0 | 1 |
| | 30.00 | 1 | 0 | 2 | 0 | 0 | 0 | 3 |
| | 35.00 | 0 | 2 | 0 | 0 | 0 | 0 | 2 |
| | 40.00 | 3 | 0 | 13 | 0 | 0 | 0 | 16 |
| | 45.00 | 0 | 0 | 0 | 1 | 0 | 0 | 1 |
| | 50.00 | 0 | 0 | 11 | 0 | 6 | 0 | 17 |
| | 55.00 | 0 | 0 | 0 | 0 | 0 | 9 | 9 |
| Total | | 7 | 3 | 34 | 1 | 6 | 9 | 60 |

From the table above, the Rater 1 and Rater 2 in students pre-test giving the students score no more than 55. It means all of the students having a same average and there is no different significant in pre-test.

**Table 4.4 Table of Rater 1 and 2 Students Post-test**

PenilaiPosttest_1 * PenilaiPosttest_2 Crosstabulation

Count

| | | PenilaiPosttest_2 | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | 40.00 | 45.00 | 50.00 | 55.00 | 60.00 | 65.00 | 70.00 | 75.00 | Total |
| PenilaiPosttest_1 | 45.00 | 0 | 0 | 0 | 4 | 0 | 0 | 0 | 0 | 4 |
| | 50.00 | 10 | 0 | 0 | 0 | 9 | 0 | 0 | 0 | 19 |
| | 55.00 | 1 | 9 | 0 | 0 | 0 | 5 | 0 | 0 | 15 |
| | 60.00 | 0 | 0 | 4 | 0 | 1 | 0 | 0 | 0 | 5 |
| | 65.00 | 0 | 0 | 0 | 0 | 0 | 5 | 0 | 0 | 5 |
| | 70.00 | 0 | 0 | 0 | 0 | 1 | 0 | 4 | 0 | 5 |
| | 75.00 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 7 | 7 |
| Total | | 11 | 9 | 4 | 4 | 11 | 10 | 4 | 7 | 60 |

From the table above, the Rater 1 and Rater 2 in students post- test giving the students better score than in pretest. The students can improve their skill. It means there is any different significant in post-test.

## 4.4 Analysis of Pre-test

This sub-chapter contains Pre-test Mean score, Pretest Standard Normality, and Pretest Standard Homogenity.

### 4.4.1 Pre-Test Mean Score

Pre-test was given before conducting the experimental and control group treatment. The pre-test aims to measure the students ability in speaking skill. The pre-test conducted on 23 - 24 November 2021. After calculating the result of the students score, the pretest mean score of the students' speaking ability at the Eleventh class of SMA Islam Sultan Agung 1 Semarang at both of classes can be presented the following table:

**Table 4.5**
**The Classification Speaking Skill of the Experimental group in Pre-test**

| Group | Score | Classification | Number of Students |
|---|---|---|---|
| **Experimental** | 85 - 100 | Excellent | **0** |
| | 75 – 85 | Good | **0** |
| | 65 – 75 | Proficient | **0** |
| | 50 - 65 | Intermediate | **12** |
| | Less than 50 | Poor | **16** |
| | | **TOTAL** | **28** |

Table 4.5 above showed that the classification of scores in the experimental group in the pre-test that consisted of 28 students, most of 12 students achieved intermediate level and the 16 students still achieved the category of poor scores. There are none of the students got good score.

**Table 4.6**
**The Classification Speaking Skill of the Control group in Pre-test**

| Group | Score | Classification | Number of Students |
|---|---|---|---|
| **Control** | 85 – 100 | Excellent | **0** |
| | 75 – 85 | Good | **0** |
| | 65 – 75 | Proficient | **0** |
| | 50 - 65 | Intermediate | **14** |
| | Less than 50 | Poor | **18** |
| | | **TOTAL** | **32** |

Table 4.6 above showed that the classification of scores in the experimental group in the pre-test that consisted of 32 students, most of 14 students achieved intermediate level and the other students still achieved the category of poor scores and the 18 students still achieved the category of poor scores There are none of the students got good score.

Based on the table 4.5 and table 4.6 above, it can be concluded that the classification speaking skill between of the Experimental and Control group gained the same score in Pre-test. In experimental group the students got neither very good and in controlled group not to got very good too.

### 4.4.2 Pretest Standard Normality

Normality test is used to determine whether the data normally distributed or not. The good data that using in the study is data that has a normal distribution. The normality test in this study used *Kolmogorov Smirnov*. The normality test was carried out used SPSS 23. The decision making criteria was carried out by comparing the distribution data obtained at a significance level of 5%. If sig > 0.05 then the data is normally distributed and if sig < 0.05 then the data is not normally distributed.

**Table 4.7 Normality table of Pre-test**

**One-Sample Kolmogorov-Smirnov Test**

| | | Pretest Experimental | Pretest Control |
|---|---|---|---|
| N | | 28 | 30 |
| Normal Parameters[a,b] | Mean | 31.4286 | 26.1667 |
| | Std. Deviation | 7.05234 | 5.20002 |
| Most Extreme Differences | Absolute | .187 | .189 |
| | Positive | .187 | .189 |
| | Negative | -.134 | -.169 |
| Test Statistic | | .187 | .189 |
| Asymp. Sig. (2-tailed) | | .013[c] | .008[c] |

a. Test distribution is Normal.

Based on the table 4.7 above, it can be concluded that the *Kolmogorov-Smirnov* Pretest mean score of experimental group was 187 with Sig. (2-tailed) 0.13 > 0.05, while *Kolmogorov Smirnov* test of Control group was 189 with Sig. (2-tailed) 008 > 0.05. It explained that all of sample based on both experimental and control group were Normal.

**Figure 4.1 The Histogram of Pre-test Score Experimental Group**

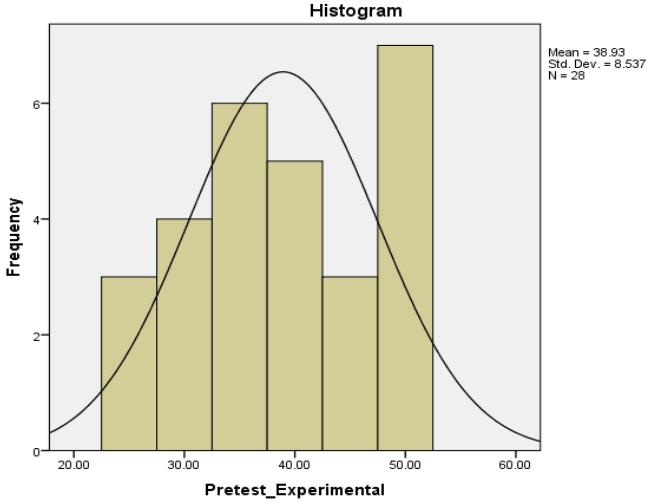
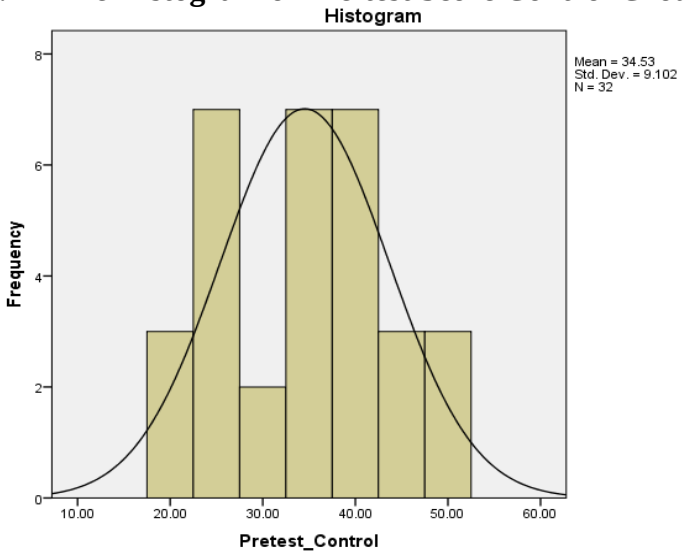


**Figure 4.2 The Histogram of Pre-test Score Control Group**




### 4.4.3 Pre-Test Standard Homogeneity

Homogeneity test is required before comparing the two group or more. In this study, the homogeneity test can use *Levene's te*st using SPSS 23. The decision-making criterion in the homogeneity test is if the sig value > 0.05 then it is said that the variance of two or more data population groups is the same, and if the sig value < 0.05 then it can be said that the variance of two or more groups of population data is not the same.

**Table 4.8 Homogenity of Pretest**

**Test of Homogeneity of Variances**

Hasil_Pretest

| Levene Statistic | df1 | df2 | Sig. |
|---|---|---|---|
| .039 | 1 | 58 | .844 |

From the table above, it showed that the homogeneity pretest score of experimental group and control group using *Levene Statistic* was 039 with the Sig. 844. In addition, the Sig. 844 > 0.05, it means that both of experimental and control group have a homogenous variance.

## 4.5 Analysis Treatment

This research was started on November 23 – 3 December 2021. Data were collected from two groups there are experimental and control groups. Class XI IPA 6 as experimental group and XI IPS 3 as control group. The experimental group was treated using "VoA Learning English" video. Treatment was carried out with 3 meetings in the experimental group.

The first treatment was conducted at 25 November 2021. In the experimental group treatment, the teacher ask and explain to the students the media of VoA English Learning. Then, the students were asked to watching the video from "VoA Learning English". Based on the video, students were ask to pay attention and understand the contains information in the video. The teacher ask students to make a note from the video. The teacher ask to the students to summary what they get from the video. After that every students explain their opinion.

The second meeting was conducted at 26 November 2021. In this section, the students asked to practice their speaking skill about the some topics on VoA Learning English videos. The practice in the treatment was conducted to determine the students' English speaking ability.

The last treatment conducted on 27 September 2021. In the last treatment, the teacher ask the students to watch VoA Learning English video with the topic that had been choose before. In some points, the students also can explain about the information with 5W+1H based on the contains in VoA "Learning English Channel" videos.

In treatment, there are some students were hesitant to speak as they were not confident and felt afraid to make mistakes. They tended to rely on their notes and even just read aloud the monologue. Most of the utterances were grammaticaly incorrect and most of

the words were pronounced incorrectly. When the students practice their speaking skill in every treatment, the judges was reviewed and evaluated the process of improvement of their speaking. After treatment, the students' speaking skill in pre-test and post-test were scored.

## 4.6 Analysis of Post-Test

In this section, after getting all of the data from experimental group and control group the next step is calculation to getting the result. The result of collecting the data can be seen below:

**Table 4.9 Descriptive Statistic of Post test**

**Group Statistics**

| | Kelompok | N | Mean | Std. Deviation | Std. Error Mean |
|---|---|---|---|---|---|
| Nilai | Experimental | 28 | 59.8214 | 9.37709 | 1.77210 |
| | Control | 32 | 54.3750 | 9.56725 | 1.69127 |

Table 4.13 showed the mean score post-test of the students experimental group was 59.8214, and the mean score of control group was 54.3750. Standard deviation of experimental group was 9.37709 and standard deviation of control group was 9.56725. It means there is improvement of students' speaking skill using VoA Learning English video.

This study used hypothesis testing to get the result. To prove the hypothesis, the result of t-test calculation was tested can be described as follows:

1.) If the Sig. (2-tailed) is higher than 0.05 and the null hypothesis accepted.
2.) While, if the Sig. (2-tailed) is smaller than 0.05, the null hypothesis is rejected and the alternative hypothesis is accepted.

**Table 4.10 Independent Sample test of Post-test**

**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 |
| Nilai | Equal variances assumed | .026 | .872 | 2.220 | 58 | .030 | 5.44643 | 2.45298 | .53626 | 10.35660 |
| | Equal variances not assumed | | | 2.223 | 57.231 | .030 | 5.44643 | 2.44964 | .54154 | 10.35132 |

From the table 4.14 showed that the Independent Sample test of post-test that Sig. (2-tailed) was 0.030 < 0.05. It means that $H_0$ rejected and $H_a$ accepted. It means that there was significant difference between the students' speaking skill before and after using VoA Learning English video.

## 4.7 Discussion of Research Finding

As stated by Laeli et al., (2021) the method of VoA Learning English video is one of the learning media that learning result obtained through watching a video in youtube channel. In this study, the result showed that the VoA Learning English media have influence on improving students' speaking skill. VoA Learning English video media is a suitable method applied in the classroom in teaching speaking at Eleventh grade of SMA Islam Sultan Agung 1 Semarang. It was indicated by the students achievement in pretest and post-test. VoA Learning English video is a media that designed for giving student a skill to overcome the problems of lack in speaking. So, they would be interested to learn English more and increased their speaking skill.

In this study, before the students were treated by applying VoA Learning English video, the result of the students in experimental group showed that the students' speaking

skill was still low. The students were lazy and bored in teaching and learning process. So that the students can not improve their speaking achievement. Based on the finding, the result of score experimental group in post-test was greater than pre-test in improving speaking skill. In pre-test, founded that the most of students did not know how to speak or expressed their opinion about the topic in the video. Their pronunciation was not good and still shy to performed in front of their friends. After giving the treatment, their speaking skill of experimental group was significance improved.

It was approved by the result of post-test, there were got pretty good score. Experimental group of 28 students, there were significance improvement speaking skill of the students' there were 10 students got Proficient, 11 students got Intermediate. The mean score post-test of the students experimental group was 59.82, while the mean score of control group was 54.47.

# CHAPTER V

# CONCLUSIONS AND SUGGESTIONS

In this chapter consists of two sections. The first section deals with the conclusion and the second one deals with suggestion.

## A. Conclusion

VoA Learning English video as a media had the important thing for the students. Based on the result of data analysis in chapter IV showed that the t-test value post-test of the students experimental group was 59.82, was higher than $t_{table}$ value control group was 54.37. Based on the result, hypothesis test showed as $H_0$ was rejected and $H_1$ was accepted. In other words, the effectiveness using VoA Learning English was effective to enhance the Eleventh grade students of SMA Islam Sultan Agung 1 Semarang in speaking skill.

Furthermore, the students' fluently and clearly in speaking skills Eleventh grades of SMA Islam Sultan Agung 1 Semarang in academic year of 2021/2022 in using VoA as a media it is also proved by the data of Independent Sample test of post-test that Sig. (2-tailed) was $0.030 < 0.05$. It means that $H_0$ rejected and $H_a$ accepted. It means that there was significant difference between the students' speaking skill before and after using VoA Learning English video. From the result it can be conclude that VoA Learning English video as a media is effectiveness to apply in the English learning process especially in speaking skill and could help the students to improve their speaking at Eleventh grade of SMA Islam Sultan Agung 1 Semarang. In addition, the learning process using VoA can create a conducive and meaningful situation for students.

## B. Suggestions

Based on the conclusion above, it is proposes the following suggestions:

1. The English teacher should be more creative to choose a media in teaching especially in speaking skill and must understood what the students needed in the class, therefore the students more interested and creative in the English teaching and learning process.

2. VoA Learning English video media should be applied in learning English especially in speaking skill because it making the students more active and effective. VoA Learning English video as a media could helping the students in imrpove speaking skill because this media was easy to used and making the students more active and understanding in speaking English material.

3. Based on the result of this study, VoA Learning English video is not only effective for improve speaking skill, neither also effective too can improve about the other skill in English such as Listening, Reading, and Writing.

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# A P P E N D I C E S

**APPENDIX 1. Permission**

YAYASAN BADAN WAKAF SULTAN AGUNG
UNIVERSITAS ISLAM SULTAN AGUNG (UNISSULA)
Jl. Raya Kaligawe Km.4 Semarang 50112 Telp.(024) 6583584 (6 Sal) Fax.(024) 6582455
email: informasi@unissula.ac.id web : www.unissula.ac.id

FAKULTAS BAHASA DAN ILMU KOMUNIKASI — Bismillah Membangun Generasi Khaira Ummah

Nomor : 042/D.1/FBIK/XI/2021 — Semarang, 18 Rabiul Akhir 1443 H
Lamp. : 1 (satu) berkas — 23 November 2021 M
Hal : Permohonan Izin Mengadakan Penelitian

Yth. Bapak /Ibu Ka. Sekolah SMA Islam Sultan Agung 1 Semarang
Jln. Mataram No.657, Wonodri, Kec. Semarang Selatan,
Kota Semarang, Jawa Tengah 50242
di tempat

***Assalamu'alaikum wr. wb.***

Dengan ini kami menyampaikan bahwa dalam rangka penulisan skripsi/ tugas akhir di Fakultas Bahasa dan Ilmu Komunikasi UNISSULA, mahasiswa kami:

| | |
|---|---|
| Nama | : Delinda Nadiafany |
| NIM | : 31801700011 |
| Program Studi | : Strata 1 Pendidikan Bahasa Inggris |

bermaksud mengadakan penelitian dengan judul :
*" The Effectiveness of Using VoA Learning English Channel Media to Improve Students Speaking Skill"*

dengan Dosen Pembimbing : Nani Hidayati, S.Pd.,M.Pd.
(NIK. 210809016)

Untuk itu dengan segala hormat dan kerendahan hati, kami bermaksud memohon kepada Bapak/ Ibu untuk bersedia menerima dan mengijinkan mahasiswa tersebut diatas untuk melakukan penelitian di tempat yang Bapak/ Ibu pimpin.

Demikian permohonan kami untuk dapat kiranya dikabulkan, atas kerjasama dan perkenan yang diberikan kami ucapkan terima kasih.

***Wassalamu'alaikum wr. wb.***

***Dekan FBIK,***

Kurniawan Yudhi Nugroho, S.Pd., M.Pd.
**NIK. 210813021**

Tembusan:
1. Yang bersangkutan
2. Arsip

**APPENDIX 2. Approval Letter**

## APPROVAL LETTER

All of the question of this research is made by the study with the approval of the English Teacher of SMA Islam Sultan Agung 1 Semarang

Submitted by:

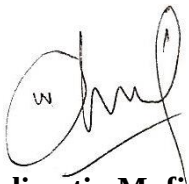
**DELINDA NADIAFANY**

**31801700011**

Semarang, 23th November 2021

**Approved by**

**English Teacher**



**Salimatin Mufidah, S.Pd.,M.Pd**
**NIK. 11.10162.168**

**APPENDIX 3. Rubric Validation**

## RUBRIK VALIDASI

Berilah tanda centang **(√ )** pada tabel yang telah di sediakan. Kriteria Kuisioner sebagai berikut :

5: Sangat Valid, 4: Valid, 3: Normal, 2: Tidak Valid, 1: Sangat Tidak Valid

| Kriteria | No | Indikator | Uji Kevalidan | | | | |
|---|---|---|---|---|---|---|---|
| | | | 5 | 4 | 3 | 2 | 1 |
| **Content Validity (Validitas Isi)** | | | | | | | |
| Isi | 1 | Kesesuaian materi dengan media pembelajaran Bahasa Inggris mengacu pada Kompetensi Inti (KI) dan Kompetensi Dasar (KD) | √ | | | | |
| | 2 | Ketepatan dari isi materi | | √ | | | |
| | 3 | Pengaplikasian Materi | | | √ | | |
| | 4 | Kebenaran dan Ketepatan fakta | √ | | | | |
| | 5 | Ketepatan materi untuk mengembangkan kemandirian belajar | √ | | | | |
| | 6 | Ketepatan materi pada tema dan topic | | √ | | | |
| Kebahasaan | 7 | Ketepatan tata bahasa dan ejaan | | √ | | | |
| | 8 | Ketepatan penggunaan istilah | | √ | | | |
| | 9 | Ketepatan bahasa yang di gunakan mendorong rasa keingintahuan siswa | √ | | | | |
| **Face Validity (Validitas Tampilan)** | | | | | | | |
| Kelengkapan Instrumen | 10 | Kelengkapan media pembelajaran audio visual | √ | | | | |
| | 11 | Kelengkapan video tambahan untuk media komunikasi | | | √ | | |
| | 12 | Kelengkapan desain setiap video | | √ | | | |
| Desain Instrument | 13 | Kecocokan komposisi video | | √ | | | |
| | 14 | Kemampuan instrument untuk mendorong siswa berpikir kritis | | √ | | | |
| | 15 | Keserasian gambar ilustrasi di video | | √ | | | |
| Tampilan Menyeluruh | 16 | Keteraturan desain instrument | | | √ | | |
| | 17 | Ketepatan penggunaan ukuran dan jenis huruf | | √ | | | |
| | 18 | Kemenarikan desain instrument | | | √ | | |
| Tata letak Isi | 19 | Kesesuaian video dalam penyajian tes | | √ | | | |
| | 20 | Kekonsistenan penempatan tata letak desain subtitle dan gambar ilustrasi | | √ | | | |
| | 21 | Kesesuaian spasi antar teks subtitle | | √ | | | |
| | 22 | Ketepatan tampilan warna subtitle | | √ | | | |
| Tipografi | 23 | Kemudahan ukuran huruf untuk di baca | | √ | | | |
| | 24 | Kecocokan penggunaan jenis huruf | | √ | | | |
| | 25 | Kelengkapan subtitle | √ | | | | |
| Ilustrasi | 26 | Kekomunikatifan desain video untuk komunikasi | | | √ | | |
| | 27 | Kelancaran jalannya video | | √ | | | |
| | 28 | Kemenarikan gambar pada setiap video | | √ | | | |

Semarang, 24th November 2021

Dosen Pembimbing

Nani Hidayati, S.Pd., M.Pd,
NIK. 210809016

**APPENDIX. 4 Rubric Validation**



## RUBRIK VALIDASI

Berilah tanda centang (√) pada tabel yang telah di sediakan. Kriteria Kuisioner sebagai berikut :

5 : Sangat Valid, 4 : Valid, 3 : Normal, 2 : Tidak Valid, 1 : Sangat Tidak Valid

| Kriteria | No | Indikator | Uji Kevalidan | | | | |
|---|---|---|---|---|---|---|---|
| | | | 5 | 4 | 3 | 2 | 1 |
| **Content Validity (Validitas Isi)** | | | | | | | |
| Isi | 1 | Kesesuaian materi dengan media pembelajaran Bahasa Inggris mengacu pada Kompetensi Inti (KI) dan Kompetensi Dasar (KD) | √ | | | | |
| | 2 | Ketepatan dari isi materi | | √ | | | |
| | 3 | Pengaplikasian Materi | | √ | | | |
| | 4 | Kebenaran dan Ketepatan fakta | | √ | | | |
| | 5 | Ketepatan materi untuk mengembangkan kemandirian belajar | √ | | | | |
| | 6 | Ketepatan materi pada tema dan topik | √ | | | | |
| Kebahasaan | 7 | Ketepatan tata bahasa dan ejaan | | √ | | | |
| | 8 | Ketepatan penggunaan istilah | | | √ | | |
| | 9 | Ketepatan bahasa yang di gunakan mendorong rasa keingintahuan siswa | | √ | | | |
| **Face Validity (Validitas Tampilan)** | | | | | | | |
| Kelengkapan Instrumen | 10 | Kelengkapan media pembelajaran audio visual | | √ | | | |
| | 11 | Kelengkapan video tambahan untuk media komunikasi | | | √ | | |
| | 12 | Kelengkapan desain setiap video | | | √ | | |
| Desain Instrument | 13 | Kecocokan komposisi video | | √ | | | |
| | 14 | Kemampuan instrument untuk mendorong siswa berpikir kritis | √ | | | | |
| | 15 | Keserasian gambar ilustrasi di video | | | √ | | |
| Tampilan Menyeluruh | 16 | Keteraturan desain instrument | | | √ | | |
| | 17 | Ketepatan penggunaan ukuran dan jenis huruf | | | √ | | |
| | 18 | Kemenarikan desain instrument | | √ | | | |
| Tata letak Isi | 19 | Kesesuaian video dalam penyajian tes | | √ | | | |
| | 20 | Kekonsistenan penempatan tata letak desain subtitle dan gambar ilustrasi | | | √ | | |
| | 21 | Kesesuaian spasi antar teks subtitle | | | √ | | |
| | 22 | Ketepatan tampilan warna subtitel | | | √ | | |
| Tipografi | 23 | Kemudahan ukuran huruf untuk di baca | | √ | | | |
| | 24 | Kecocokan penggunaan jenis huruf | | | √ | | |
| | 25 | Kelengkapan subtitle | | √ | | | |
| Ilustrasi | 26 | Kekomunikatifan desain video untuk komunikasi | √ | | | | |
| | 27 | Kelancaran jalannya video | √ | | | | |
| | 28 | Kemenarikan gambar pada setiap video | √ | | | | |

Semarang, 24 November 2021

Guru Mata Pelajaran Bahasa Inggris

Salimatin Mufidah, S.Pd., M.pd.

NIK. 11.1012.168

**APPENDIX. 5 Instrument of Pre-Test**

## INSTRUMENT OF PRE-TEST

- Time Allocation : 60 minutes
- Students speaking assessment includes grammar (5), fluency (5), vocabulary (5), pronounciation (5). Maximal score of the test is 50. Scoring technique will be:

**Total Score : 20 x 5 = 100**

**Read the instruction carefully !!**

1. Pray before doing the test.
2. Write your name and the class on the paper!
3. Teacher shows 3 videos from VoA Learning English based on the topic decided.
4. The videos that will be shown are about 2 to 4 minutes.
5. Choose the free topic below based on the video :
    a) Pollutions ( https://www.youtube.com/watch?v=Mp5SQnZ_T2U )
    b) Corona Virus ( https://www.youtube.com/watch?v=_bLirExW_MI )
    c) Education ( https://www.youtube.com/watch?v=DWHIH81ySaE )
6. Write the topic on the paper.
7. Students watch the video, then pay attention to the information in the video and understand the contain. Students can make note to help remembering the information.
8. Students summary what the information they get from the video in the scope of at least 4 W (what, where, when and who) and if possible added with why and how from the news information.
9. Students must speak minimal 12 sentences by remembering from their note.
10. The duration of students' voice recording is not more than 5 minutes.
11. Students speak spontaneously from the information they get without reading a note.

Therefore, students must remember and understand their news summary meanwhile recording the voice.

12. Do it by yourself !!!

.

**APPENDIX 6. Instrument of Post-test**

## INSTRUMENT OF POST-TEST

- Time Allocation : 60 minutes
- Students speaking assessment includes grammar (5), fluency (5), vocabulary (5), pronunciation (5). Maximal score of the test is 50. Scoring technique will be:

**Total Score : 20 x 5 = 100**

**Read the instruction carefully !!**

1. Pray before doing the test.
2. Write the name and the class on the paper!
3. Teacher shows 3 videos from VoA Learning English channel based on the topic decided.
4. The videos that will be shown are about 2 minute to 4 minutes.
5. Choose the topic of video below based on students understanding :
    a) Weather Forecast ( https://www.youtube.com/watch?v=GEQi0wknPpI )
    b) Natural disasters ( https://www.youtube.com/watch?v=eenxXImtgm4 )
    c) Covid-19 Vaccination ( https://www.youtube.com/watch?v=CuWhCsbTddA )
6. Write the topic on the paper.
7. Students watch the video, then pay attention to the information in the video and understand the contain. Students can make note to help remembering the information.
8. Students summary what the information they get from the video in the scope of at least 4 W (what, where, when and who) and if possible added with why and how from the news information.
9. Students must speak minimal 12 sentences by remembering from their note.
10. Every student have the duration of voice recording not more than 5 minutes.
11. Students speak spontaneously from the information they get without reading a note. Therefore, students must remember and understand their news summary meanwhile recording the voice.
12. Do it by yourself!

**APPENDIX 7. Lesson Plan**

## Rencana Pelaksanaan Pembelajaran (RPP) Daring (Dalam Jaringan)
## Tahun Pelajaran 2020 – 2021

| | | | |
|---|---|---|---|
| Sekolah : SMA ISLAM SULTAN AGUNG 1 SEMARANG | | Kelas / Semester : XI / 1 | KD : 3.4 dan 4.4 |
| Mata Pelajaran : Bahasa Inggris | | Alokasi Waktu : 60 menit | Pertemuan ke : 1 |
| Materi | : Teks Berita News Item | | |

### A. TUJUAN PEMBELAJARAN

- ✓ Membuat naskah teks Berita Eksposisi Analitis pendek dan sederhana
- ✓ Memahami struktur teks Eksposisi Analitis dalam memberi dan meminta informasi terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI
- ✓ Menerangkan informasi tentang naskah berita dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan dalam teks Eksposisi Analitis lisan dan tulis secara benar sesuai konteks penggunanya
- ✓ Menampilkan dan mempresentasikan teksnya kepada teman-teman

### B. KEGIATAN PEMBELAJARAN

| MEDIA | ALAT / BAHAN | SUMBER BELAJAR |
|---|---|---|
| YouTube, WhattsApp, Zoom, | Laptop, Handphone, tablet dan lain lain | Modul, bahan ajar, internet, dan sumber lain yang relevan |

| | |
|---|---|
| **Pendahuluan** | - Guru memulai pembelajaran online dengan memberikan salam dan menyapa siswa melalui Aplikasi ZOOM<br>- Guru memeriksa kehadiran peserta didik secara online dengan menggunakan link google form yang telah dikirimkan lewat Whatsapp group<br>- Guru memberikan motivasi kepada peserta didik selama proses pembelajaran secara daring.<br>- Guru memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu.<br>- Guru memberikan gambaran contoh berhubungan dengan VoA Learning English video |
| **Kegiatan Inti** | - Guru menyajikan video yang berkaitan dengan "VoA Learning English"<br>- Guru memberikan penjelasan dari VoA video<br>- Peserta didik diberikan kesempatan untuk melihat dan memahami isi dan topic dari video yang telah diberikan<br>- Guru meminta siswa untuk mencatat informasi penting yang di peroleh dari video VoA Learning English<br>- Peserta didik mempraktekkan kemampuan berbicara mereka. |
| **Penutup** | - Siswa diberi kesempatan untuk melakukan evaluasi terhadap pelajaran hari ini.<br>- Guru menutup pembelajaran dengan memberi salam. |

### C. PENILAIAN

| Sikap | Pengetahuan |
|---|---|
| - Tanggung jawab dalam mengerjakan tugas.<br>- Keaktifan dalam kegiatan daring. | - Oral test.<br>- Proses penyelesaian materi yang diberikan saat pembelajaran. |

Semarang, 23th November 2021

| Guru Pembimbing | Mahasiswa |
|---|---|
| Salimatin Mufidah, S.Pd., M.pd, | Delinda Nadiafany |
| NIK.11.1012.168 | NIM: 31801700011 |

**APPENDIX 8. Lesson Plan**

## Rencana Pelaksanaan Pembelajaran (RPP) Daring (Dalam Jaringan)

## Tahun Pelajaran 2020 – 2021

| | | | |
|---|---|---|---|
| Sekolah : SMA ISLAM SULTAN AGUNG 1 SEMARANG | | Kelas / Semester : XI / 1 | KD : 3.4 dan 4.4 |
| Mata Pelajaran : Bahasa Inggris | | Alokasi Waktu : 60 menit | Pertemuan ke : 2 |
| Materi | : Teks Berita News Item | | |

### A. TUJUAN PEMBELAJARAN

- ✓ Membuat rangkuman teks Berita Eksposisi Analitis pendek dan sederhana
- ✓ Memahami struktur teks Eksposisi Analitis dalam memberi dan meminta informasi terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI
- ✓ Menerangkan informasi tentang naskah berita dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan dalam teks Eksposisi Analitis lisan dan tulis secara benar sesuai konteks penggunanya
- ✓ Menampilkan dan mempresentasikan kemampuan berbicara kepada teman-teman

### B. KEGIATAN PEMBELAJARAN

| MEDIA | ALAT / BAHAN | SUMBER BELAJAR |
|---|---|---|
| YouTube, WhattsApp, Zoom. | Laptop, Handphone, tablet dan lain lain. | Modul, bahan ajar, internet, dan sumber lain yang relevan. |

| | |
|---|---|
| **Pendahuluan** | - Guru memulai pembelajaran online dengan memberikan salam dan menyapa siswa melalui Aplikasi ZOOM<br>- Guru memeriksa kehadiran peserta didik secara online dengan menggunakan link google form yang telah dikirimkan lewat Whatsapp group<br>- Guru memberikan motivasi kepada peserta didik selama proses pembelajaran secara daring.<br>- Guru memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu. |
| **Kegiatan Inti** | - Guru menyajikan video yang berhubungan dengan "VoA Learning English" dengan topic khusus<br>- Peserta didik diberikan kesempatan untuk melihat dan memahami video yang telah diberikan<br>- Guru meminta siswa untuk *speak contaneously* informasi yang di peroleh dari video sesuai topic yang telah di tentukan<br>- Peserta didik mempraktekkan kemampuan berbicara mereka. |
| **Penutup** | - Siswa diberi kesempatan untuk melakukan evaluasi terhadap pelajaran hari ini.<br>- Guru menutup pembelajaran dengan memberi salam. |

### C. PENILAIAN

| Sikap | Pengetahuan |
|---|---|
| - Tanggung jawab dalam mengerjakan tugas.<br>- Keaktifan dalam kegiatan daring. | - Oral test.<br>- Proses penyelesaian materi yang diberikan saat pembelajaran. |

Semarang, 23th November 2021

| Guru Pembimbing | Mahasiswa |
|---|---|
| Salimatin Mufidah, S.Pd., M.pd, | Delinda Nadiafany |
| NIK. 11.1012.168 | NIM: 31801700011 |

**APPENDIX 9. Scoring Rubric**

## SCORING TECHNIQUE PRE-TEST EXPERIMENTAL GROUP

| No | Nama Siswa | Speaking Assessment | | | | TOTAL | SCORE PRE - TEST |
|---|---|---|---|---|---|---|---|
| | | G | F | V | P | | |
| 1 | EG- AS | 2 | 1 | 1 | 3 | 7 | 35 |
| 2 | EG- ACS | 1 | 3 | 3 | 2 | 9 | 45 |
| 3 | EG- ANC | 1 | 1 | 3 | 1 | 6 | 30 |
| 4 | EG- ANH | 3 | 1 | 3 | 2 | 9 | 45 |
| 5 | EG- ABCD | 2 | 1 | 2 | 4 | 9 | 45 |
| 6 | EG- CKP | 3 | 2 | 2 | 1 | 8 | 40 |
| 7 | EG- CAEP | 1 | 3 | 3 | 2 | 9 | 45 |
| 8 | EG- DC | 2 | 1 | 3 | 3 | 9 | 45 |
| 9 | EG- FH | 1 | 2 | 4 | 2 | 9 | 45 |
| 10 | EG- FZ | 3 | 1 | 1 | 3 | 8 | 40 |
| 11 | EG- GSA | 1 | 2 | 4 | 2 | 9 | 45 |
| 12 | EG- HNS | 1 | 1 | 3 | 1 | 6 | 30 |
| 13 | EG- JGP | 2 | 2 | 1 | 2 | 7 | 35 |
| 14 | EG- JAD | 2 | 2 | 1 | 3 | 8 | 40 |
| 15 | EG- KFR | 1 | 1 | 3 | 2 | 7 | 35 |
| 16 | EG- LAPL | 1 | 1 | 3 | 1 | 6 | 30 |
| 17 | EG- MAG | 3 | 3 | 3 | 1 | 7 | 35 |
| 18 | EG- MK | 1 | 2 | 3 | 3 | 9 | 45 |
| 19 | EG- MTW | 1 | 1 | 1 | 2 | 5 | 25 |
| 20 | EG- NEH | 1 | 3 | 1 | 1 | 6 | 30 |
| 21 | EG- NPS | 1 | 2 | 3 | 3 | 9 | 45 |
| 22 | EG- PDC | 3 | 1 | 3 | 3 | 7 | 35 |
| 23 | EG- RJB | 3 | 1 | 2 | 3 | 9 | 45 |
| 24 | EG- SDN | 3 | 1 | 1 | 1 | 6 | 30 |
| 25 | EG- SNA | 1 | 2 | 1 | 1 | 5 | 25 |
| 26 | EG- SFZ | 2 | 1 | 1 | 3 | 7 | 35 |
| 27 | EG- WAFL | 1 | 3 | 1 | 1 | 6 | 30 |
| 28 | EG- ZSR | 3 | 2 | 1 | 3 | 9 | 45 |

**APPENDIX 10. Scoring Rubric**

## SCORING TECHNIQUE PRE-TEST CONTROL GROUP

| No | Nama Siswa | Speaking Assessment | | | | TOTAL | SCORE PRE - TEST |
|---|---|---|---|---|---|---|---|
| | | G | F | V | P | | |
| 1 | CG- AZ | 1 | 1 | 3 | 1 | 6 | 35 |
| 2 | CG- AM | 1 | 2 | 3 | 1 | 7 | 40 |
| 3 | CG- AMM | 3 | 1 | 3 | 3 | 7 | 45 |
| 4 | CG- ARP | 1 | 1 | 2 | 1 | 5 | 30 |
| 5 | CG- AA | 1 | 2 | 3 | 3 | 9 | 25 |
| 6 | CG- AHM | 3 | 3 | 1 | 3 | 7 | 35 |
| 7 | CG- ABES | 3 | 1 | 2 | 3 | 9 | 25 |
| 8 | CG- DRI | 3 | 1 | 1 | 1 | 6 | 40 |
| 9 | CG- GPSR | 1 | 2 | 1 | 1 | 5 | 35 |
| 10 | CG- IAS | 2 | 1 | 1 | 3 | 7 | 40 |
| 11 | CG- KAN | 1 | 2 | 1 | 1 | 5 | 25 |
| 12 | CG- MDAS | 3 | 3 | 1 | 1 | 8 | 45 |
| 13 | CG- MBM | 2 | 1 | 1 | 3 | 7 | 25 |
| 14 | CG- MYP | 1 | 3 | 1 | 1 | 6 | 45 |
| 15 | CG- MR | 1 | 3 | 3 | 2 | 9 | 20 |
| 16 | CG- MAI | 2 | 1 | 2 | 2 | 7 | 40 |
| 17 | CG- MAT | 1 | 2 | 4 | 2 | 9 | 50 |
| 18 | CG- MNA | 3 | 1 | 1 | 3 | 8 | 25 |
| 19 | CG- MRAR | 1 | 2 | 4 | 2 | 9 | 35 |
| 20 | CH- NHA | 1 | 1 | 3 | 1 | 6 | 20 |
| 21 | CG- NF | 2 | 2 | 1 | 2 | 7 | 50 |
| 22 | CG- RMRB | 1 | 1 | 2 | 1 | 5 | 35 |
| 23 | CG- RSB | 1 | 1 | 3 | 2 | 7 | 40 |
| 24 | CG- RAY | 1 | 1 | 3 | 1 | 6 | 25 |
| 25 | CG- RAP | 3 | 3 | 3 | 1 | 7 | 35 |
| 26 | CG- RWK | 1 | 2 | 3 | 3 | 9 | 25 |
| 27 | CG- RAM | 1 | 1 | 1 | 2 | 5 | 40 |
| 28 | CG- RRK | 1 | 3 | 1 | 1 | 6 | 20 |
| 29 | CG- SAH | 1 | 2 | 3 | 3 | 9 | 30 |
| 30 | CG- SBA | 1 | 2 | 3 | 3 | 10 | 50 |
| 31 | CG- WRF | 1 | 1 | 2 | 2 | 6 | 35 |
| 32 | CG- YK | 2 | 3 | 2 | 1 | 8 | 40 |

**APPENDIX 11. Scoring Rubric**

## SCORING TECHNIQUE OF POST-TEST EXPERIMENTAL GROUP

| No | Nama Siswa | Speaking Assessment | | | | TOTAL | SCORE POST - TEST |
|---|---|---|---|---|---|---|---|
| | | G | F | V | P | | |
| 1 | EG- AS | 2 | 3 | 3 | 3 | 11 | 55 |
| 2 | EG- ACS | 3 | 4 | 4 | 4 | 15 | 75 |
| 3 | EG- ANC | 1 | 3 | 4 | 4 | 12 | 60 |
| 4 | EG- ANH | 2 | 3 | 3 | 3 | 11 | 55 |
| 5 | EG- ABCD | 3 | 4 | 4 | 4 | 15 | 75 |
| 6 | EG- CKP | 4 | 3 | 4 | 4 | 15 | 75 |
| 7 | EG- CAEP | 1 | 3 | 3 | 4 | 11 | 55 |
| 8 | EG- DC | 3 | 4 | 4 | 4 | 15 | 75 |
| 9 | EG- FH | 2 | 4 | 2 | 2 | 10 | 50 |
| 10 | EG- FZ | 4 | 4 | 3 | 4 | 15 | 75 |
| 11 | EG- GSA | 2 | 4 | 4 | 4 | 14 | 70 |
| 12 | EG- HNS | 3 | 3 | 2 | 2 | 10 | 50 |
| 13 | EG- JGP | 2 | 3 | 2 | 4 | 11 | 55 |
| 14 | EG- JAD | 1 | 4 | 4 | 1 | 10 | 50 |
| 15 | EG- KFR | 2 | 4 | 3 | 3 | 12 | 60 |
| 16 | EG- LAPL | 1 | 3 | 4 | 3 | 11 | 55 |
| 17 | EG- MAG | 3 | 2 | 2 | 3 | 10 | 50 |
| 18 | EG- MK | 4 | 3 | 2 | 4 | 13 | 65 |
| 19 | EG- MTW | 2 | 2 | 3 | 3 | 10 | 50 |
| 20 | EG- NEH | 4 | 3 | 3 | 4 | 14 | 70 |
| 21 | EG- NPS | 1 | 2 | 3 | 4 | 10 | 50 |
| 22 | EG- PDC | 1 | 2 | 4 | 3 | 10 | 50 |
| 23 | EG- RJB | 3 | 4 | 2 | 2 | 11 | 55 |
| 24 | EG- SDN | 1 | 4 | 3 | 4 | 13 | 65 |
| 25 | EG- SNA | 3 | 3 | 3 | 3 | 12 | 60 |
| 26 | EG- SFZ | 3 | 4 | 2 | 2 | 11 | 55 |
| 27 | EG- WAFL | 2 | 3 | 3 | 2 | 10 | 50 |
| 28 | EG- ZSR | 3 | 4 | 3 | 3 | 13 | 65 |

**APPENDIX 12. Students Score Pre-test**

## SCORING TECHNIQUE OF POST -TEST CONTROL GROUP

| No | Nama Siswa | Speaking Assessment | | | | TOTAL | SCORE POST - TEST |
|---|---|---|---|---|---|---|---|
| | | G | F | V | P | | |
| 1 | CG- AZ | 1 | 3 | 4 | 2 | 10 | 50 |
| 2 | CG- AM | 1 | 2 | 4 | 2 | 9 | 45 |
| 3 | CG- AMM | 2 | 4 | 4 | 2 | 12 | 60 |
| 4 | CG- ARP | 2 | 3 | 4 | 2 | 11 | 55 |
| 5 | CG- AA | 1 | 4 | 4 | 4 | 13 | 65 |
| 6 | CG- AHM | 1 | 2 | 3 | 3 | 9 | 45 |
| 7 | CG- ABES | 2 | 1 | 3 | 3 | 9 | 45 |
| 8 | CG- DRI | 2 | 3 | 3 | 2 | 10 | 50 |
| 9 | CG- GPSR | 1 | 3 | 4 | 1 | 9 | 45 |
| 10 | CG- IAS | 3 | 3 | 4 | 3 | 13 | 65 |
| 11 | CG- KAN | 2 | 3 | 3 | 3 | 11 | 55 |
| 12 | CG- MDAS | 3 | 4 | 4 | 4 | 15 | 75 |
| 13 | CG- MBM | 2 | 3 | 3 | 3 | 11 | 55 |
| 14 | CG- MYP | 1 | 4 | 3 | 1 | 9 | 45 |
| 15 | CG- MR | 1 | 3 | 2 | 4 | 10 | 50 |
| 16 | CG- MAI | 3 | 3 | 3 | 3 | 12 | 60 |
| 17 | CG- MAT | 2 | 4 | 4 | 4 | 14 | 70 |
| 18 | CG- MNA | 1 | 3 | 4 | 1 | 9 | 45 |
| 19 | CG- MRAR | 3 | 4 | 2 | 2 | 11 | 55 |
| 20 | CH- NHA | 1 | 3 | 2 | 3 | 9 | 45 |
| 21 | CG- NF | 2 | 4 | 4 | 4 | 14 | 70 |
| 22 | CG- RMRB | 2 | 3 | 4 | 2 | 9 | 45 |
| 23 | CG- RSB | 2 | 2 | 8 | 3 | 11 | 55 |
| 24 | CG- RAY | 1 | 1 | 4 | 4 | 10 | 50 |
| 25 | CG- RAP | 1 | 2 | 4 | 2 | 9 | 45 |
| 26 | CG- RWK | 1 | 2 | 4 | 2 | 9 | 45 |
| 27 | CG- RAM | 3 | 2 | 4 | 3 | 13 | 65 |
| 28 | CG- RRK | 3 | 2 | 3 | 1 | 9 | 45 |
| 29 | CG- SAH | 3 | 2 | 3 | 2 | 10 | 50 |
| 30 | CG- SBA | 3 | 4 | 4 | 4 | 15 | 75 |
| 31 | CG- WRF | 2 | 3 | 1 | 4 | 11 | 55 |
| 32 | CG- YK | 3 | 3 | 4 | 3 | 13 | 65 |

**APPENDIX 13. Scoring Rubric**

## STUDENTS SCORE OF POST-TEST EXPERIMENTAL GROUP

| No | Nama | Rater 1 | Rater 2 |
|---|---|---|---|
| 1 | | 40 | 20 |
| 2 | EG- ACS | 50 | 40 |
| 3 | EG- ANC | 40 | 30 |
| 4 | EG- ANH | 50 | 30 |
| 5 | EG- ABCD | 55 | 45 |
| 6 | EG- CKP | 50 | 40 |
| 7 | EG- CAEP | 40 | 30 |
| 8 | EG- DC | 55 | 45 |
| 9 | EG- FH | 35 | 25 |
| 10 | EG- FZ | 55 | 45 |
| 11 | EG- GSA | 30 | 30 |
| 12 | EG- HNS | 30 | 20 |
| 13 | EG- JGP | 50 | 30 |
| 14 | EG- JAD | 35 | 25 |
| 15 | EG- KFR | 40 | 30 |
| 16 | EG- LAPL | 50 | 30 |
| 17 | EG- MAG | 40 | 30 |
| 18 | EG- MK | 55 | 45 |
| 19 | EG- MTW | 45 | 35 |
| 20 | EG- NEH | 50 | 40 |
| 21 | EG- NPS | 20 | 30 |
| 22 | EG- PDC | 40 | 20 |
| 23 | EG- RJB | 50 | 30 |
| 24 | EG- SDN | 40 | 30 |
| 25 | EG- SNA | 55 | 45 |
| 26 | EG- SFZ | 55 | 45 |
| 27 | EG- WAFL | 20 | 30 |
| 28 | EG- ZSR | 40 | 30 |

**APPENDIX 14. Students Score Pre-test**

## STUDENTS SCORE OF PRE-TEST CONTROL GROUP

| No | Nama Siswa | Rater 1 | Rater 2 |
|---|---|---|---|
| 1 | CG- AZ | 40 | 30 |
| 2 | CG- AM | 50 | 30 |
| 3 | CG- AMM | 50 | 40 |
| 4 | CG- ARP | 40 | 20 |
| 5 | CG- AA | 20 | 30 |
| 6 | CG- AHM | 40 | 30 |
| 7 | CG- ABES | 20 | 30 |
| 8 | CG- DRI | 50 | 30 |
| 9 | CG- GPSR | 40 | 30 |
| 10 | CG- IAS | 50 | 30 |
| 11 | CG- KAN | 20 | 30 |
| 12 | CG- MDAS | 50 | 40 |
| 13 | CG- MBM | 20 | 30 |
| 14 | CG- MYP | 50 | 40 |
| 15 | CG- MR | 20 | 20 |
| 16 | CG- MAI | 50 | 30 |
| 17 | CG- MAT | 55 | 45 |
| 18 | CG- MNA | 20 | 30 |
| 19 | CG- MRAR | 40 | 30 |
| 20 | CH- NHA | 20 | 20 |
| 21 | CG- NF | 55 | 45 |
| 22 | CG- RMRB | 40 | 30 |
| 23 | CG- RSB | 50 | 30 |
| 24 | CG- RAY | 20 | 30 |
| 25 | CG- RAP | 40 | 30 |
| 26 | CG- RWK | 25 | 25 |
| 27 | CG- RAM | 50 | 30 |
| 28 | CG- RRK | 20 | 20 |
| 29 | CG- SAH | 30 | 30 |
| 30 | CG- SBA | 55 | 45 |
| 31 | CG- WRF | 40 | 30 |
| 32 | CG- YK | 50 | 30 |

**APPENDIX 15. Students Score Post-test**

## STUDENTS SCORE OF POST-TEST EXPERIMENTAL GROUP

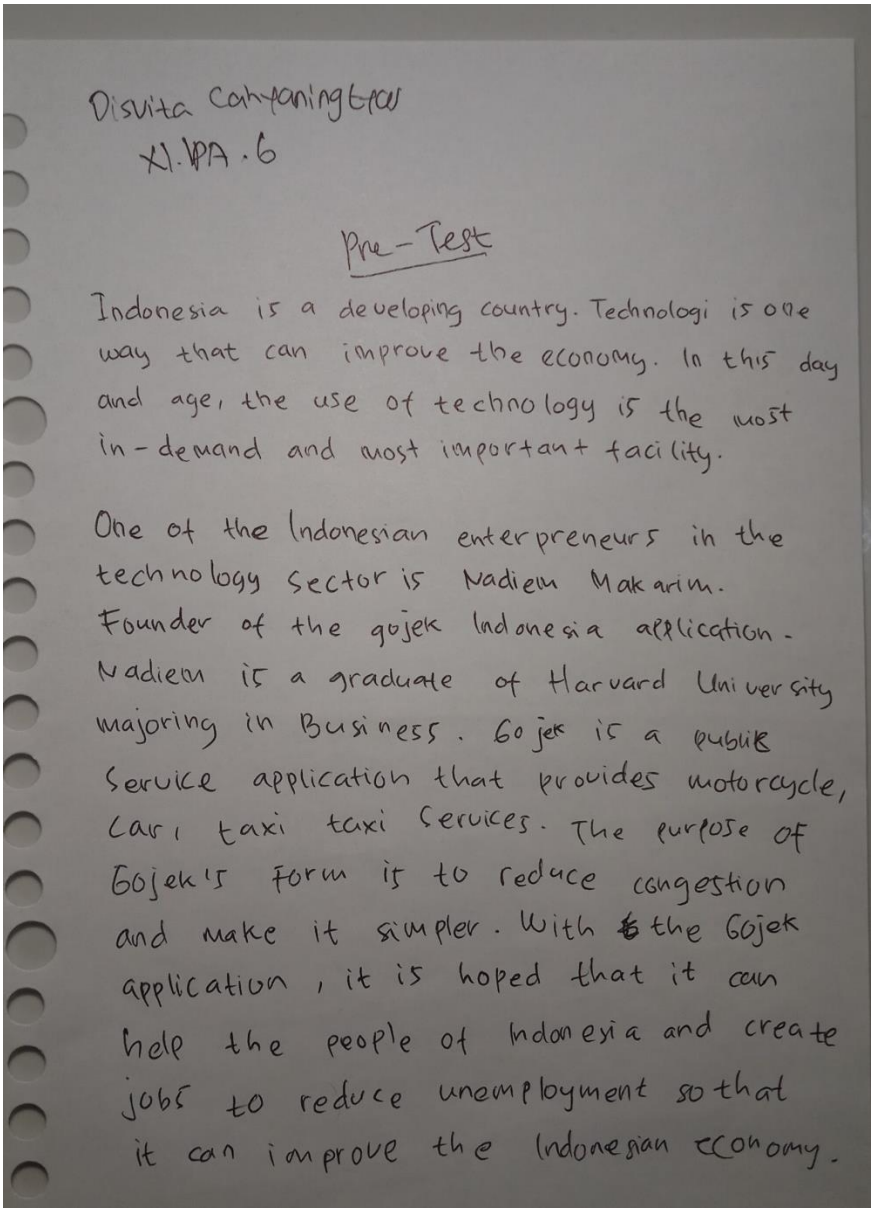
| No | Nama | Rater 1 | Rater 2 |
|---|---|---|---|
| 1 | EG- AS | 60 | 50 |
| 2 | EG- ACS | 75 | 75 |
| 3 | EG- ANC | 55 | 65 |
| 4 | EG- ANH | 60 | 50 |
| 5 | EG- ABCD | 75 | 75 |
| 6 | EG- CKP | 75 | 75 |
| 7 | EG- CAEP | 60 | 50 |
| 8 | EG- DC | 75 | 75 |
| 9 | EG- FH | 55 | 45 |
| 10 | EG- FZ | 75 | 75 |
| 11 | EG- GSA | 70 | 70 |
| 12 | EG- HNS | 55 | 45 |
| 13 | EG- JGP | 50 | 60 |
| 14 | EG- JAD | 45 | 55 |
| 15 | EG- KFR | 55 | 65 |
| 16 | EG- LAPL | 60 | 50 |
| 17 | EG- MAG | 45 | 55 |
| 18 | EG- MK | 65 | 65 |
| 19 | EG- MTW | 55 | 45 |
| 20 | EG- NEH | 70 | 70 |
| 21 | EG- NPS | 55 | 45 |
| 22 | EG- PDC | 55 | 45 |
| 23 | EG- RJB | 50 | 60 |
| 24 | EG- SDN | 65 | 65 |
| 25 | EG- SNA | 60 | 60 |
| 26 | EG- SFZ | 50 | 60 |
| 27 | EG- WAFL | 55 | 45 |
| 28 | EG- ZSR | 70 | 60 |

**APPENDIX 16. Students Score Post-test**

## STUDENTS SCORE OF POST-TEST CONTROL GROUP

| No | Nama Siswa | Rater 1 | Rater 2 |
|---|---|---|---|
| 1 | CG- AZ | 55 | 45 |
| 2 | CG- AM | 50 | 40 |
| 3 | CG- AMM | 65 | 55 |
| 4 | CG- ARP | 60 | 50 |
| 5 | CG- AA | 65 | 65 |
| 6 | CG- AHM | 50 | 40 |
| 7 | CG- ABES | 50 | 40 |
| 8 | CG- DRI | 55 | 45 |
| 9 | CG- GPSR | 50 | 40 |
| 10 | CG- IAS | 65 | 65 |
| 11 | CG- KAN | 50 | 60 |
| 12 | CG- MDAS | 75 | 75 |
| 13 | CG- MBM | 60 | 50 |
| 14 | CG- MYP | 50 | 40 |
| 15 | CG- MR | 55 | 45 |
| 16 | CG- MAI | 65 | 55 |
| 17 | CG- MAT | 70 | 70 |
| 18 | CG- MNA | 50 | 40 |
| 19 | CG- MRAR | 50 | 60 |
| 20 | CH- NHA | 50 | 40 |
| 21 | CG- NF | 70 | 70 |
| 22 | CG- RMRB | 50 | 40 |
| 23 | CG- RSB | 50 | 60 |
| 24 | CG- RAY | 45 | 55 |
| 25 | CG- RAP | 50 | 40 |
| 26 | CG- RWK | 50 | 40 |
| 27 | CG- RAM | 65 | 65 |
| 28 | CG- RRK | 50 | 40 |
| 29 | CG- SAH | 55 | 45 |
| 30 | CG- SBA | 75 | 75 |
| 31 | CG- WRF | 50 | 60 |
| 32 | CG- YK | 65 | 55 |

**APPENDIX 17. Students Note**



Disvita Cahyaningtyas
XI. IPA. 6

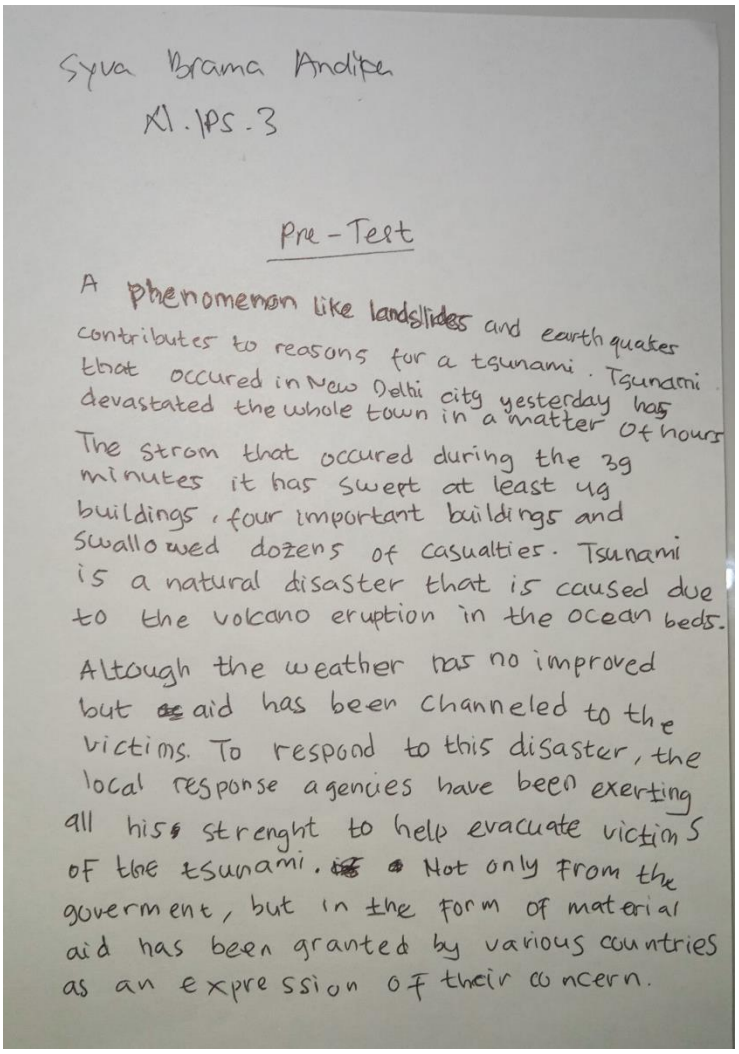
Pre-Test

Indonesia is a developing country. Technologi is one way that can improve the economy. In this day and age, the use of technology is the most in-demand and most important facility.

One of the Indonesian enterpreneurs in the technology sector is Nadiem Makarim. Founder of the gojek Indonesia application. Nadiem is a graduate of Harvard University majoring in Business. Gojek is a public service application that provides motorcycle, car, taxi taxi services. The purpose of Gojek's form is to reduce congestion and make it simpler. With the Gojek application, it is hoped that it can help the people of Indonesia and create jobs to reduce unemployment so that it can improve the Indonesian economy.

**APPENDIX 18. Students Note**





Syva Brama Andika
XI.IPS.3

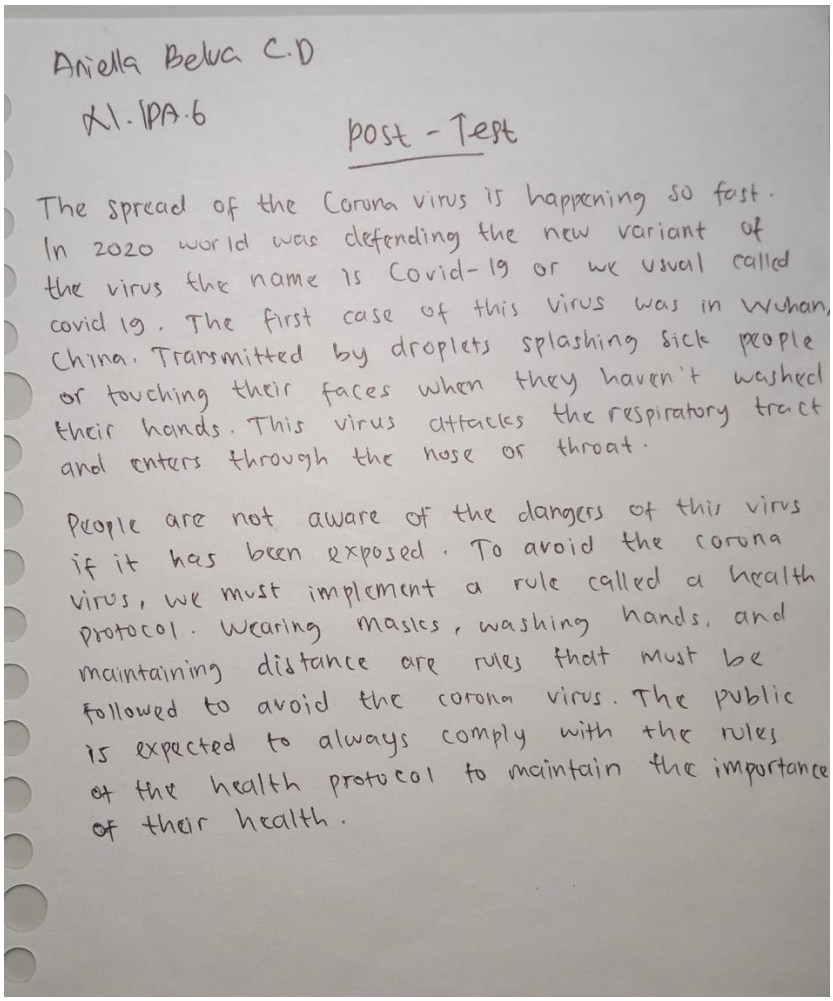
Pre-Test

A phenomenon like landslides and earthquakes contributes to reasons for a tsunami. Tsunami that occured in New Delhi city yesterday has devastated the whole town in a matter of hours The strom that occured during the 39 minutes it has swept at least 49 buildings, four important buildings and swallowed dozens of casualties. Tsunami is a natural disaster that is caused due to the volcano eruption in the ocean beds.

Altough the weather has no improved but aid has been channeled to the victims. To respond to this disaster, the local response agencies have been exerting all his strenght to help evacuate victims of the tsunami. Not only from the goverment, but in the form of material aid has been granted by various countries as an expression of their concern.

**APPENDIX 19. Students Note**





Ariella Belva C.D

XI. IPA. 6

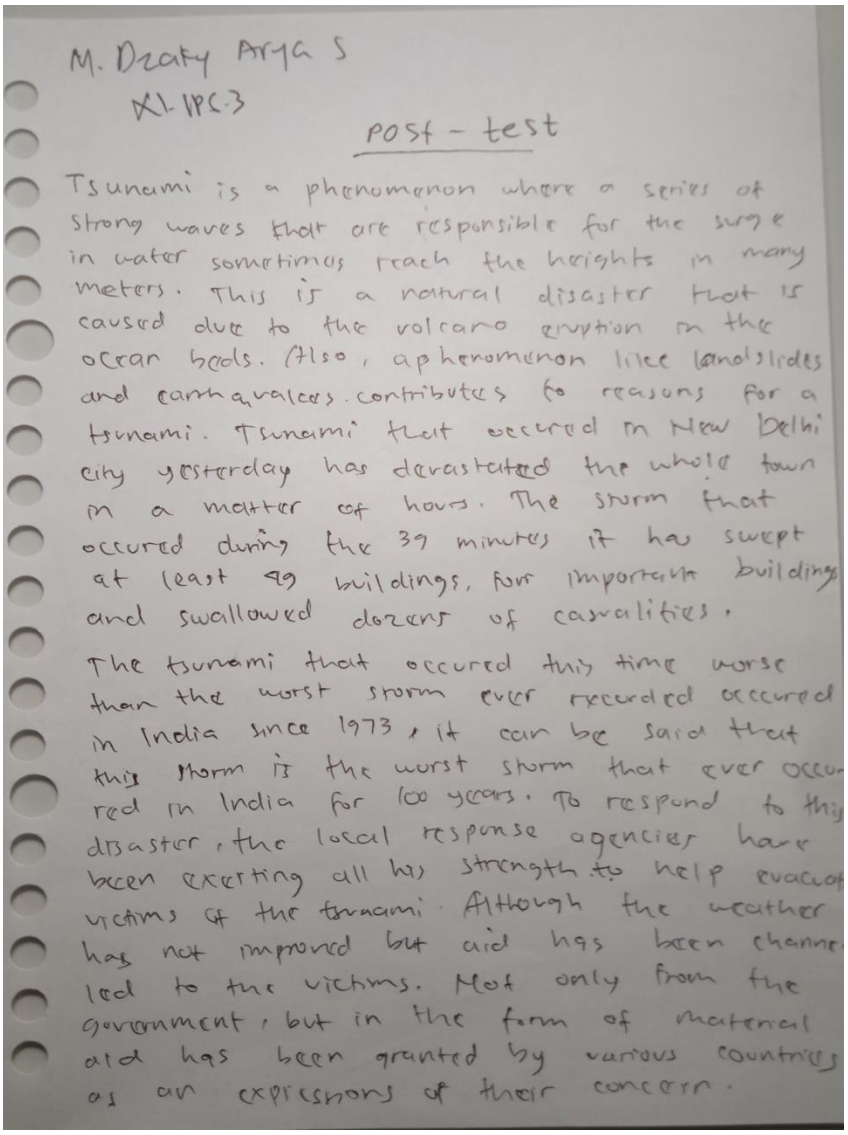
post - Test

The spread of the Corona virus is happening so fast. In 2020 world was defending the new variant of the virus the name is Covid-19 or we usual called covid 19. The first case of this virus was in Wuhan, China. Transmitted by droplets splashing sick people or touching their faces when they haven't washed their hands. This virus attacks the respiratory tract and enters through the nose or throat.

People are not aware of the dangers of this virus if it has been exposed. To avoid the corona virus, we must implement a rule called a health protocol. Wearing masks, washing hands, and maintaining distance are rules that must be followed to avoid the corona virus. The public is expected to always comply with the rules of the health protocol to maintain the importance of their health.

**APPENDIX 20. Students Note**

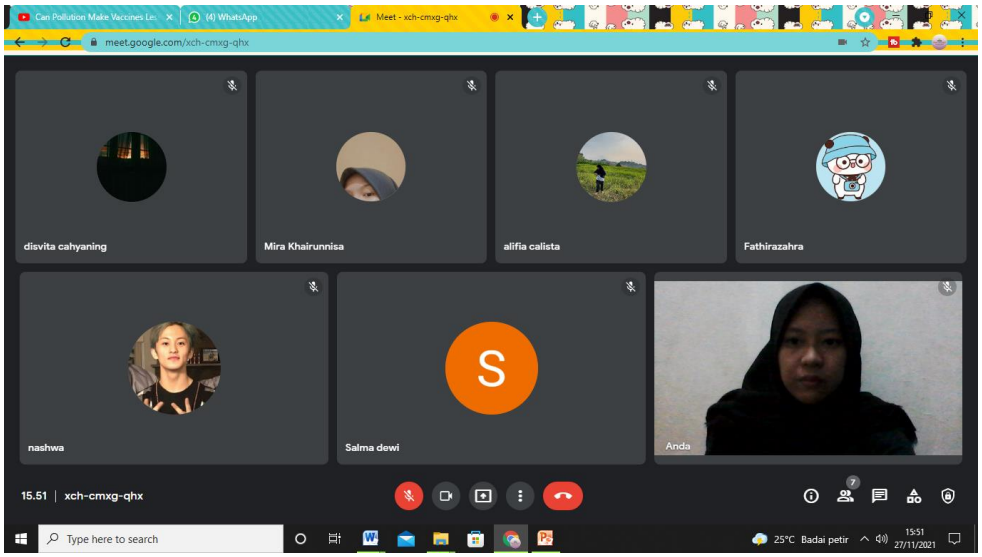
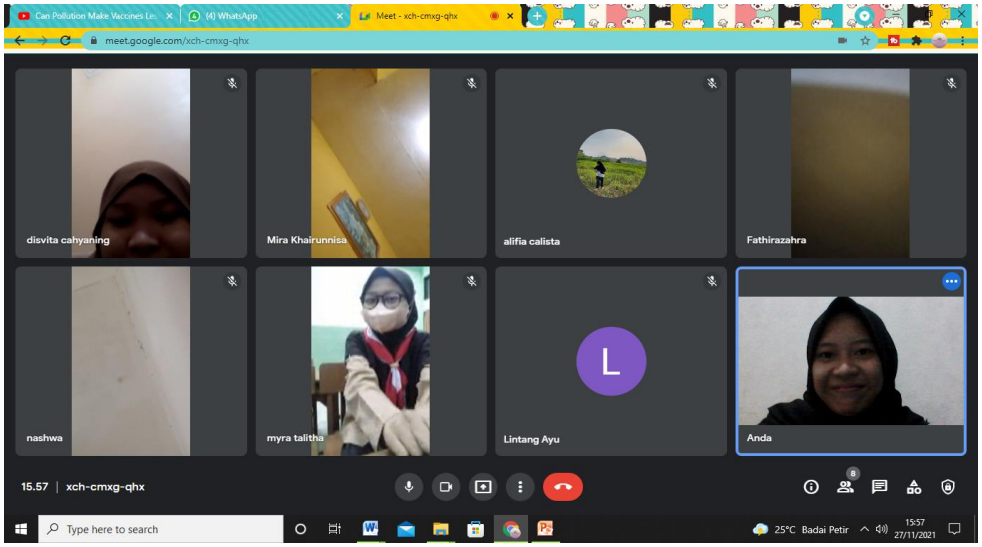
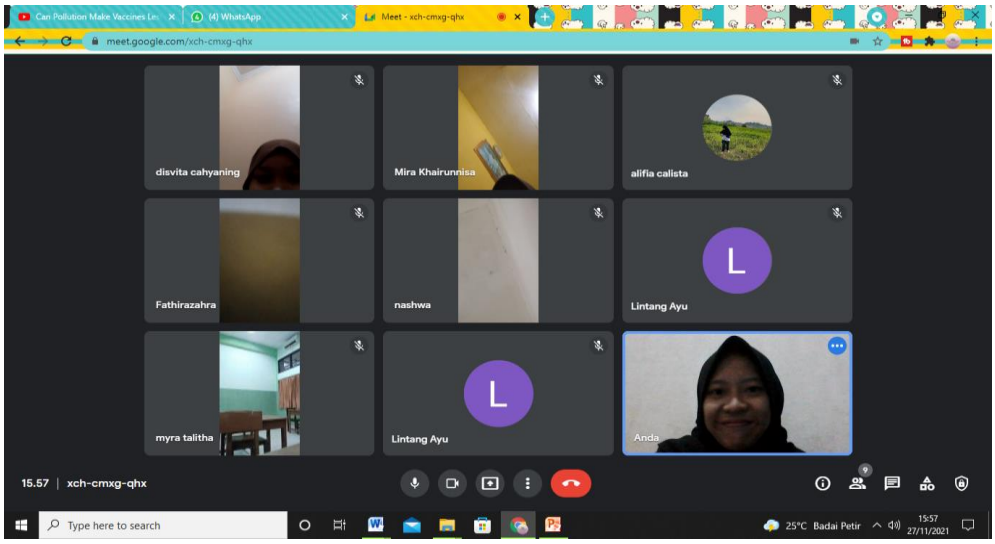




M. Dzaky Arya S
XI-IPS-3

post - test

Tsunami is a phenomenon where a series of strong waves that are responsible for the surge in water sometimes reach the heights in many meters. This is a natural disaster that is caused due to the volcano eruption on the ocean beds. Also, a phenomenon like landslides and earthquakes contributes to reasons for a tsunami. Tsunami that occured in New Delhi city yesterday has devastated the whole town in a matter of hours. The storm that occured during the 39 minutes it has swept at least 49 buildings, four important buildings and swallowed dozens of casualities.

The tsunami that occured this time worse than the worst storm ever recorded occured in India since 1973, it can be said that this storm is the worst storm that ever occurred in India for 100 years. To respond to this disaster, the local response agencies have been exerting all his strength to help evacuat victims of the tsunami. Although the weather has not improved but aid has been channe led to the victims. Not only from the government, but in the form of material aid has been granted by various countries as an expressions of their concern.

**APPENDIX 21 . Dokumentation**