A THESIS
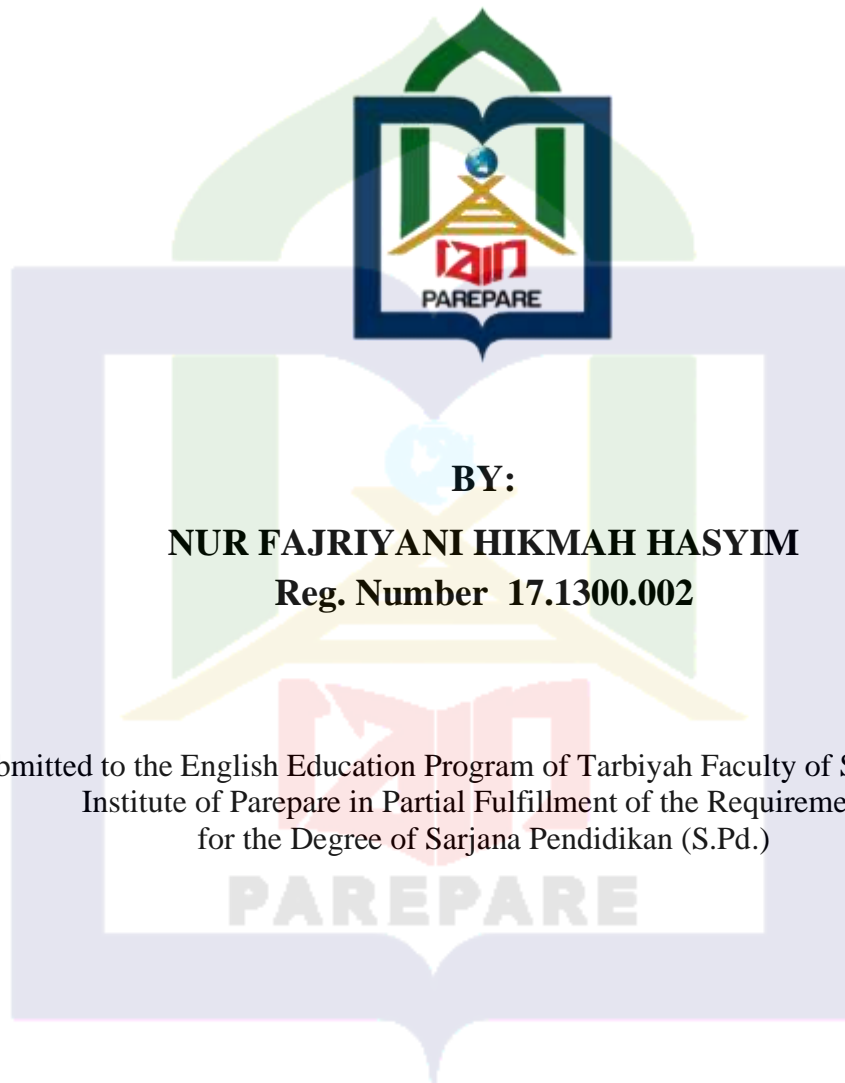**THE USE OF CAKE APPLICATION TO IMPROVE STUDENT'S**
LISTENING COMPREHENSION AT THE FIRST GRADE OF
SMK MUHAMMADIYAH PAREPARE

BY:

NUR FAJRIYANI HIKMAH HASYIM
Reg. Number: 17.1300.002

ENGLISH EDUCATION PROGRAM
FACULTY OF TARBIYAH
STATE ISLAMIC INSTITUTE (IAIN) OF PAREPARE

2022

THE USE OF CAKE APPLICATION TO IMPROVE STUDENT'S LISTENING COMPREHENSION AT THE FIRST GRADE OF SMK MUHAMMADIYAH PAREPARE

BY:

NUR FAJRIYANI HIKMAH HASYIM
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Submitted to the English Education Program of Tarbiyah Faculty of State Islamic Institute of Parepare in Partial Fulfillment of the Requirements for the Degree of Sarjana Pendidikan (S.Pd.)

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to

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FACULTY OF TARBIYAH
STATE ISLAMIC INSTITUTE OF PAREPARE

2022

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A THESIS

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ACKNOWLEDGMENT

ٱلرَّحِيمِ ٱلرَّحْمَٰنِ ٱللَّهِ سْمِ

In the name of Allah, the Merciful and Beneficent.

Alhamdulillahi rabbil'alamin. First and foremost, the writer wishes to convey her gratitude to Allah SWT. The greatest and most powerful being in the world, as well as the creator of everything in this world, who proceeds to provide the writer good health, blessings, and kindness so that she can complete this thesis. Always send Salam and Salawat to Prophet Muhammad ﷺ. Peace be upon him.

The writer wants to express his gratitude to all those who have supported and assisted her in completing this skripsi as efficiently as possible at this great period. The Writer recognizes that he won't be able to do this "Skripsi" without their support and guidance. The writer would like to take this moment to thank her loving parents and family for their endless love, wisdom, support, and prayers for her to be a great person in the future.

This high appreciation and profusely sincere thanks are due to Dr. H. Saepudin, S.Ag., M.Pd. as the first consultant and Drs. Ismail Latif, M.M. as the second consultant who have patiently guided and given their construction suggestion, motivation and correction to the writer for finishing this thesis.

Another side, the researcher would also deliver special thanks to:

1. Dr. Ahmad Sultra Rustan, M.Si. as the Rector of IAIN Parepare who has worked hard to manage education at IAIN Parepare.

2. Dr. H. Saepudin, S.Ag., M.Pd. as The Dean of Tarbiyah Faculty IAIN Parepare, who has arranged a positive education for the students in the Faculty of Tarbiyah and also allowed the writer to research in this Tarbiyah Faculty.

3. Mujahidah, M.Pd. as The Chairman of English Program for the fabulous serving to the students.

4. Alm. Drs. Amzah Selle, M.Pd.and Dr. Magdahalena Tjalla, M.Hum as an examiner who provides direction, motivation, and advice.

5. All lecturers of English Program who have taught the writer during her study in IAIN Parepare.

6. The staffs' of Tarbiyah Faculty who has worked hard in order to complete the administration for this research.

7. The writer wants to give her sincerest gratitude to her beloved parents Hasim and Bungaria, Nasir and Darna S.Ag and also grandmothers Hj. Dawiru and Isa for their supporting and praying for the writer's education until the Degree of Strata-I (S1), and her siblings who have supported the writer.

8. Arif Rahman S.Pd Siti Rahmayani Abbas I. S.Pd., Rosita Rahim S.Pd, Rafida R, Kasmila Sari, Raden Ajeng, Rahmi Rusdin, Jumriah, who always be participated and accompanied the writer from the first semester until now and always give their support and courage as well as their helping for finishing this research.

9. All people who have given their help in writing this "Skripsi" that the writer could not mention it one by one.

Finally, the writer realized that this skripsi cannot be considered perfect without critiques and suggestion. Therefore, it is such a pleasure for her to get critiques and suggestion to make this skripsi better. Hopefully, this skripsi will be useful for all of us and for the development of English teaching and learning, Aamiin.

Parepare, October 28th 2021
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DECLARATION OF THE RESEARCH AUTHENTICITY

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Skripsi Title   : The Use of Cake Application to Improve Student's Listening Comprehension at The First Grade of SMK Muhammadiyah Parepare

Stated that herself conducted this skripsi, if it can be proved that is copied, duplicated or complied by other people, this skripsi and degree that has been gotten would be postponed

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ABSTRACT

Nur Fajriyani Hikmah Hasyim. *The Use of Cake Application to Improve Student's Listening Comprehension at The First Grade of SMK MUHAMMADIYAH PAREPARE* (Supervised by H.Saepudin and Ismail Latif)

In this study aims to find out the use of cake application to improve student's listening comprehension, with the use cake application students can improve listening comprehension easily and fun, student also easily understand what native speakers are saying because the videos presented in the application are very easy to understand. Understand and be connected by youtube media.

The design in this study was pre-experimental with pre-test and post-test designs. Student's did a pre-test, get treatment and did a post-test. Subject of this research is class X TKJ which consists of 10 student's. The subject of this study used purposive sampling.. This aims to determine whether the use of the cake application can improve student's listening comprehension.
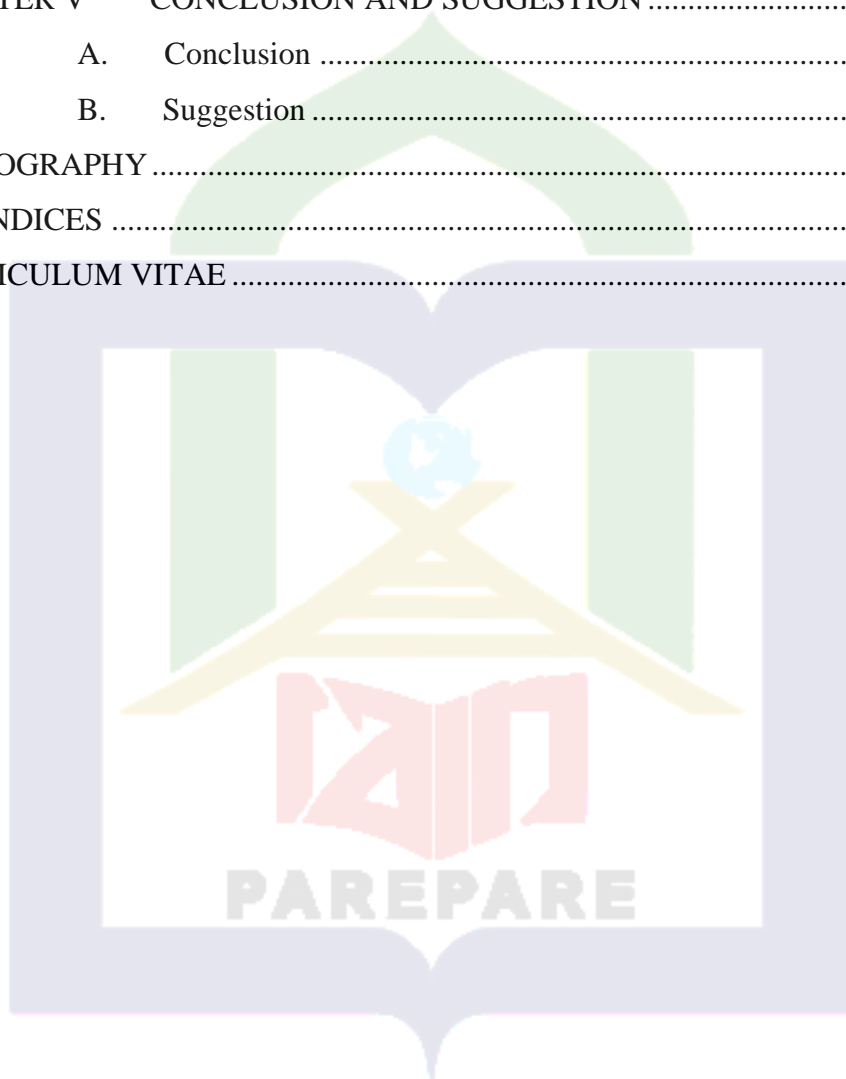
The result in this research was indicated that there was improvement of the student's listening comprehension. it was indicated by the student's mean score of post-test (7,00) was greater than pre-test (37,4). Even, for the level significant (p) 5% and df = 9, and the value of table is 1,833 while the value of t-test is 2,6. It means that, the t-test value is greater than t-table ($2,6 \geq 1.833$) . Thus, it can be concluded that the students' reading comprehension is significant better after getting the treatment. So, the null hypothesis (Ho) is rejected and the alternative hypothesis (Ha) is accepted.

Keywords: *Cake Application, Listening Comprehension*

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CHAPTER I
INTRODUCTION

A. Background

English is Indonesia second language, and numerous countries have declared English to be their official language. Mastery of the English language is one of the aspects in making Indonesia a developed country, therefore if the majority of Indonesians learn English, it will be simpler to converse in other nations that utilize the English language. Since elementary school, children have been learning English in schools, ranging from elementary to junior high school, and tertiary institutions, demonstrating that English plays a vital role in the future and can help Indonesia become a developed country. And, in this era of globalization, information and science are rapidly developing in various parts of the world, placing a high demand on all Indonesian students and citizens to be able to master English so that they can understand what is being said and communicate effectively in different countries, this is the reason Why do millennia's or kids today have to understand and learn the English language itself.[1]

Learning is also important. English is a tool for communicating orally and in writing; understanding and expressing knowledge, thoughts, and feelings, as well as creating science, technology, and culture, are all part of communicating. English is a worldwide language that plays a critical role in global connection and communication, as well as globalization's progress and rivalry.

English is required to be taught in schools in conformity with this position. It is believed that as a first step, elementary, junior high, and high school students will be able to grow and strengthen four English abilities (Listening, Speaking, Reading and Writing) on a continuous basis to meet the needs and demands of communication in terms of keeping up with advancements and using knowledge in the workplace a result, the English subject strategy is geared at improving these skills so that graduates

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[1]Susi Widyawati 'Peran Bahasa Indonesia Sebagai Penghela Ilmu Pengetahuan di Era Globalisai' (Skripsi Sarjana; Universitas Sebelas Maret, 2019). p.2

can communicate and compete in the outside world. On other occasions communication is often used simultaneously with the four skills in English, namely (Listening, Speaking, Reading and Writing) in order to achieve communication goals, but one of the language skills that will be discussed in this study is listening comprehension.

Listening the multiple processes involved in interpreting spoken language are referred to as comprehension. This includes detecting speech sounds, comprehending the meaning of words, and comprehending the meaning of sentences. what sentences are meant by native speakers. Listening understanding can also involve pronouncement in order to understand what is said by the native speaker, and it can also involve the speaker's accent and knowing the meaning of what the native speaker says.

According to Vidya Mandarani according to this definition, listening is the act of paying attention and attempting to understand what is being said. Listening is the ability to recognize and understand what other people are saying. It is a sophisticated process that allows the brain to generate meaning from heard sounds and grasp language. Understanding the speaker's accent or pronunciation, as well as the speaker's grammar and vocabulary, and comprehending the meaning are all part of this process.[2]

The definition of listening given above, listening comprehension requires the ability to process what is hearSd as well as provide the meaning of what is conveyed by the native speaker. Pronunciation, vocabulary, and the meaning of the words or sentences conveyed have a significant impact on listening comprehension.

As for some of the difficulties of students in learning listening, students cannot control the speed of the native speaker who is speaking, students cannot ask the native speaker to repeat what is being conveyed such as via radio, speaker or tv so that students are only able to hear what they are listening to and understand, the limited vocabulary possessed by students so that students sometimes feel confused about what

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[2]Vidya Mandarani, 'Peningkatan Kemampuan Listening Comprehension Melalui Stategi Top-Down dan Bottom-Up', *PEDAGOGIA: Jurnal Pendidikan*, 5.2 (2016).

topics are being discussed by native speakers, misunderstandings of what is conveyed by native speakers, and students sometimes do not concentrate listening because the topics presented are not interesting, as well as the presentation of material given is sometimes not attractive to students.

The researcher choose the cake application because students can improve their hearing using this application, and they are more calm about using it because the parts spoken by native speakers can be repeated, and they have a variety of western films and cartoons to choose from TV programs, daily conversations, comedy English and English motivation etc. It also has a unique picture and the parts of the film are very short so students don't get bored listening. When using the cake application, users get a reward from what they listen to and have a number of hours of learning for each level they do, the cake application has levels, namely basic, beginner, intermediate and advanced. In order to improve students' listening understanding, English and Indonesian subtitles are provided, and students can imitate what is said by native speakers if there are pronouncements that are not understood by students. And the tittle of this research is " The Use of Cake Application to Improve Student's Listening Comprehension at the first grade of SMK Muhammadiyah Parepare".

B. Research Question

Based on the background above, the researcher formulates research question and the research question,

1. How is Student's Listening Comprehension at The First Grade of SMK Muhammadiyah Before Using Cake Application?

2. Is Cake Application Able to Improve Listening Comprehension at The First Grade of SMK Muhammadiyah?

C. Objective Research

1. To find out the student's listening comprehension at the first grade of SMK Muhammadiyah before using cake application
2. To find out whether or not cake application able to improve listening comprehension at the first grade of SMK Muhammadiyah

C.Significance of the Research

Research hope that the results of this research can be used by other researchers, educational institutions, students, or teachers with the following objectives:

a. For researcher, to improve knowledge and references about using the application.

b. For teachers, it can be a reference in teaching using applications

c. For further researcher, the results of this study can be used as a reference in their research.

d. For students, the results of this study can help them use applications in the learning process.

e. For the English Education Department, the results of this research will be use as input for English Language Materials.

CHAPTER II

REVIEWED OF RELATED OF LITERATURE

This section presents the theories that related to the research there are some pertinent ideas that explain the concept of the variable of the research.

A. Some Previous Findings.

Winda Yanthi in her research, The Use of Cake Application in Teaching Speaking to Senior High School's Student, describes that study aims to determine the use of the Cake application in teaching speaking skills to high school students and student's perceptions of the application. This research approach is qualitative with a case study research design. Observations, questionnaires, and interviews were used as data collection instruments. The subjects of this study were students of class X IPA I SMA PGRI 3 BOGOR. The results showed that the use of the Cake application in learning speaking skills can create fun learning, increase students 'motivation and speaking skills, and affect student's self-confidence.[3]

Rifka Dwi Lestari, in her research, The Use of Cake English Application in EFL Speaking Skill, describes that research approach is qualitative. Observations, questionnaires and interviews were used as data collection instruments. The subjects of this study were several students from a senior high school. The result is that the application creates fun learning and improves student speaking skills. This study suggests that online application can be used as a learning tool in higher education classrooms as it brings positive effect not only on students' learning habits but also competence.[4]

Rizka Ananda, in her research, Improving Students' Speaking Skill Through Cake – Learn English for Free App, describes that paper is explaining about using Cake Learn English for Free APP to improve students English speaking skill. This

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[3] Winda Yanthi, 'The Use of Cake Application in Teaching Speaking to Senior High School's Student. In', *BOGOR: English Student and Teacher (BEST) Conference*. (2021).

[4] Rifka Dwi Lestari, "The Use of Cake English Application in EFL Speaking Skill" (Skripsi Sarjana; State Islamic University: North Sumatra, 2021).

APP has three domain features: 1) Repeat each expression, 2) pop quiz and review expressions, 3) tips and tricks. The information that you will get from this paper are:

1) definition and procedure of teaching speaking, 2) Cake Learn English for Free APP features, 3) the implementation cake APP to the speaking skill, 4) sample of material and teaching procedure speaking skill using Cake Learn English for Free APP.

Based on the research above, the use of online learning cake application on can improve student's speaking skills and be able to create fun learning, as well as increase student's motivation and speaking skills, and be able to influence student's self-confidence. Because the cake application provides interesting features, such as speaking teaching procedures. In this study, researcher focused on listening skills through the cake application, by using the cake application students were able to improve student's listening skills through the cake application because it has interesting features and has a challenge to record listening quizzes, student's listening will increase as the level of speaking success has been. Applied to previous students using the cake application.

B.   Some Pertinent Ideas

1.   Concept of Listening Comprehension

a.   Definiton of Listening Comprehension

The ability to recognize and comprehend what others are saying is known as listening comprehension. Listening to hear speech requires a variety of basic processes, some of which are dependent on linguistic ability, others on prior information that is not always of a strictly linguistic character, and still others on psychological aspects that influence mobilization of these competences and knowledge in the specific task situation.[5]

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[5] Endang Afriani, "The EffectT Of Dictogloss Techique On Students' Listening Comprehension at Elevent Grade Mas Al- Ihsaniyah Muaro Jambi" (PhD Thesis; UIN Sulthan Thaha Saifuddin : Jambi, 2020). p. 6.

Students who have the ability to listen can understand what the interlocutor is saying, even if some words are not understood. The pronunciation and tone provided by the listener will allow the listener to understand what the speaker is saying.

Students can develop some of their talents such as pronunciation, vocabulary, spoken grammar, the function of spoken sentences, and the existence of conversations that lead to exchanges between speakers by listening to the sentences conveyed clearly and carefully, as outlined in the theory.

Listening, reading, and writing are all skills that may be learned. All communication abilities, in fact, require practice and may be improved. Motivating kids to listen requires more than urging them to listen carefully and attempt to pick out all of the relevant elements. Motivation is necessary and should be promoted, yet it is insufficient.[6]

In general, the goal of classroom listening comprehension practice is for students to understand how to function well in real-life listening scenarios, as well as what kinds of information the learner needs to be able to comprehend properly in a range of situations.[7]

The goal of listening comprehension, according to Darti, is to grasp a native dialogue at a typical rate in a spontaneous situation. This entails comprehending a speaker's accent and pronunciation, as well as his grammar and vocabulary, as well as his meaning. Listeners are actively paying attention and working on understanding and interpreting what they hear. Listening is the process-based instruction. It was called as metacognition.[8]

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[6] Ian Reece and Stephen walkerr, *Teaching , Traning, And Learning, Business Education*, (Publisher Limited, Sundarland, 1997). p.54.

[7] Penny Ur, *Acourse In Languange Teaching Practice And Theory* : Cambridge university press (first published, Cambridge, 1996). p.105.

[8] Darti,"Analyzing Students' Difficulties Toward Listening Comprehension" (Skripsi Sarjana; English Education Department of Tarbiyah and Teaching Faculty at Uin Alauddin Makassar, 2017). p.10.

According to brown states that, listening is not a one way street. It s not merely the process of uniderictional receiving of audible symbols. The psychomotor process of hearing sound waves through the car and passing nerve impulses to the

brain, where the brain acts on the impulses, bringing to bear a variety of cognitive mechanisms.[9]

According to Pourhosein Gilakjani, understanding is not something that happens as a result of what a speaker says: the listener has an important role in the process by activating various types of knowledge, applying what he knows to what he hears, and attempting to comprehend what the speaker means. Listening is defined as the activity of paying attention to and attempting to make sense of something we hear. Listening comprehension is defined as the ability to comprehend native speakers"[10]

With the listening comprehension given to students in the classroom it can also improve students' cognitive skills, namely by increasing their listening skills and thinking and finding new experiences, and of course, new vocabulary to listen to.

b.   The Importance of Listening Comprehension

There are five purposes of the listening namely : Listening for the speakers, purpose listening for the method of organization, Listening for the signals and transitions,listening for main ideas and listening for suporting detail.[11]

Having a goood listeng is an important as a good speaking. It is a skill that the listener can practice and learn. When we truly listen, the listener pays close attention and considers what is being said. There is a link between listening and speaking since a good listener must also be a good speaker, and vice versa. Listening comprehension is very necessary so that listeners may understand what the speaker is saying, because

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[9]Brow H.Douglas, *Teaching By Principles*, (Longman, San francisco state   University,1994). p.235.

[10] Pourhosein Gilakjani, Abbas dan Ahmadi, Mohammad 'A Study of Factors Affecting EFL Learners' English Listening Comprehension and the Strategies for Improvement', *Journal: Language Teaching and Research.* 2. 10.4304/jltr.2.5.977-988. (2011).

[11] Juliana A.p, " Improving Listening Comprehension through Bottom-Up Strategy By Using English Pop Song The Eight Grade Students Of Mts Ddi Taqwa Parepare*"(* Skripsi Sarjana: Jurusan Tarbiyah Parepare, 2019)*,* p.9

students can grasp what is sent by native speakers through intonation, pronunciation, and words that are released in each phrase conveyed, it is no longer difficult to understand and translate every word conveyed by the native speaker with the understanding of listening to students, Students can not only understand what the original speaker is saying, but they can also follow the flow of the story and gain a sense of what they are hearing. In this unit, we will learn how to become better listeners.[12]

The purpose of listening is a crucial factor. Listening to a news broadcast to obtain a general impression of what's going on in the world differs from listening to a single broadcast for specific information, such as the outcome of a major event.[13]

c.   Components of Listening Comprehension

Bingol and Mustafa has proposed that there are four components to listening comprehension. The ability to differentiate sounds, stress, and other lingual patterns such as intonation and exclamation is the first component. The next step is to comprehend the speaker's statement in its entirety. Knowing only the syntax and sentence form will not suffice in understanding the semantic meaning.

The speaker's message must be processed as the third component of listening comprehension. Before translating the sound into meaning, the listener hears it and stores it in his or her auditory memory. However, as previously said, the speed of the utterance is a significant barrier for the learner, thus the message should be dispersed at a pace appropriate for the learner's level.

The last point to consider is comprehension. In language teaching and learning speech reception at the syntactic, lexical, pragmatic, and discourse levels is referred to as comprehension. By emphasizing the pragmatic and discursive levels, he gains command of the situation. In terms of the goal of listening activities, the message will be received adequately; the meaning will be obtained by an auditory memory process;

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[12] Houghton Mifflin, *Grammar And Composition*. (Boston:1984), p.504.

[13] A. Kaharuddin, *Listening Comprehension From Theory From Practice*, (Makassar , 2011). p. 5.

and lastly, it will reach discourse level, i.e., the input will successfully convert into the intended output.[14]

We can see from the components above how important the listening component is, starting with recognizing the sound, pressure, and intonation when listening, then understanding what message is conveyed, and finally understanding what message turns into meaning, so that the listener can properly listen to what is conveyed and what is not. bored to learn more about what to listen to.

d. Listening Problems

Listening difficulties is internal and external characteristic that interrupt text understanding directly related to cognitive. According to Darti, issues affecting students' hearing comprehension problems can be divided into four categories: problems with the listening text, listening problems relating to tasks and activities, listener problems, and lecture approach.

The problems that the student faces during the listening comprehension process will disrupt the process, especially for those who are learning English as a foreign language in a non-native setting. One of the biggest issue's pupils face, in comparison to students studying English, is that they have little or no prior experience with 'real' listening, as well as no memory of previous learning or social interactions. Their hearing problems were exacerbated by the fact that they lived in a non-English speaking country.[15]

There are several problems student faces when learning listening comprehension, as follows:

1) The listening material is causing problems with listening. The speech of delivery, unfamiliar, dull, too long listening, new terminology, and concept are all examples of listening connected to the material. Listeners, on the other hand, may be unaware of the context. Communication is made easier

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[14]Bingol, Mustafa, 'Importance of Listening Comprehension: A Literature Review', *International journal of social sciences* 4: 2017: 109-114, (2017). p.113.

[15]Darti, "Analyzing Students' Difficulties Toward Listening Comprehension" (Skripsi Sarjana; English Education Department of Tarbiyah and Teaching Faculty at Uin Alauddin: Makassar, 2017).p.12.

by sharing mutual knowledge and a common context. Even if listeners understand the surface meaning of the text, they may struggle to appreciate the entire meaning of the piece unless they are familiar with the context. Listeners from different cultures can readily misread nonverbal indications such as facial expressions, nods, gestures, or voice tone.

2) The listening material is causing problems with listening. The speech of delivery, unfamiliar, dull, too long listening, new terminology, and concept are all examples of listening connected to the material. Listeners, on the other hand, may be unaware of the context. Communication is made easier by sharing mutual knowledge and a common context. Even if listeners understand the surface meaning of the text, they may struggle to appreciate the entire meaning of the piece unless they are familiar with the context. Listeners from different cultures can readily misread nonverbal indications such as facial expressions, nods, gestures, or voice tone.

3) Loudness, a distinct change in pitch, or various intonation patterns are all examples of this. These signs are readily overlooked, especially by inexperienced listeners.

4) Failure to concentrate causes a listening problem, and it might be difficult for listeners to concentrate in a foreign language. Concentration is easier when students are interested in the topic of the listening passage; yet, even if they are interested, students may find listening to be exhausting because it involves a significant amount of work to follow the meaning.

5) When a person is worried or anxious, he or she may be unable to concentrate, according to a psychological feature. When one is uncomfortable, one's capacity to listen is severely hampered. Another impediment to listening comprehension is boredom and dissatisfaction. They may have an impact on how much attention is spent to listening. This occurs as a result of inadequate modeling caused by a lack of interest in the topic, a lack of motivation, a failure on the part of the teacher to give

significant material in a stimulating manner, or a monotone presentation of the teacher inducing sleep. Such elements should be given special attention by second language learners since they have a significant impact on speech processing and can potentially prevent comprehension if not addressed. To put it another way, they can make listening harder.

6) Listener issues include pupils having difficulties understanding correct names because they have never heard them before, as well as difficulty focusing the listener. Listeners, on the other hand, have a limited vocabulary. The speaker may use words that the listeners are unfamiliar with. Listeners occasionally come across an unfamiliar word, which causes them to pause and consider its meaning, causing them to miss the next section of the speech.

7) Due to issues with the speaker, the listener is unable to alter the rate of delivery. Many English language students believe that the most challenging aspect of listening comprehension, as opposed to reading comprehension, is that listeners have no influence over how fast a speaker speaks. Last but not least, issues arise as a result of the physical setting, which includes sound connections and the physical environment. It can be noisy, with background noise on the recording and ambient noises distracting the listener from the substance of the listening passage..[16]

2. Multimedia

a. Definition of Multimedia

The term "multimedia" is derived from the words "multiple" and "media." Multi is derived from the Latin word yatu, which means "many" or "different." Meanwhile, the word media is derived from the Latin word medium, which refers to an intermediary or something that is utilized to communicate, convey, or carry information. The term "medium" is as a tool for transmitting and displaying

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[16] Isra Nurhuda.,"A Study On Students' Problems In Listening Comprehension At The Third Year Of Man 1 Pekanbaru"(Skripsi Sarjana; Universitas Islam Negeri Sultan Syarif Kasim : Riau, 2018). p. 13-15.

information. Multimedia is a collection of various media such as text, photographs, graphics, sound, animation, video, interactions, and others that have been packed into digital files and utilized to express or transmit messages to the general public. Multimedia refers to the use of a combination of data or media to deliver information in a more appealing manner.

Multimedia is the synthesis of multiple communication channels into a coordinated communicative experience in the absence of integrated cross-language channel interpretation. Multimedia is described as the fusion of numerous media elements (audio, video, images, text, animation, and so on) into a synergistic and symbiotic whole that provides consumers with more pleasant outcomes. Multimedia is defined as a system that involves computerized chat, integration, modification, representation, storage, and communication of a wide range of information delivered by time-dependent and time-independent media..[17]

The word media comes from the Latin medium which means intermediary or introduction. The media is a means of channeling messages or learning information to be conveyed by the message source to the target or recipient of the message. In teaching and learning activities, the source of the message is the teacher and the recipient of the message is the student. Media as any form used for the process of distributing information. Media as a strategy for improving communication between teachers and students during the educational and teaching process in schools.

Students may find it easier to complete the learning process because they are more comfortable with studying and can enhance their talents wherever they learn through media. It can also be used to communicate long-distance messages and improve the effectiveness of student-professor discussions. Students can present their opinions through the media..

b. **Benefits of Multimedia**

Multimedia adds new complications to information acquisition through reading. Reading with multimedia can provide a variety of benefits, including making

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[17] Munir, *Multimedia Konsep & Apliksi Dalam Pendidikan*, (Alfabeta Cv Bandung, 2015), p.3.

reading more engaging by giving words additional dimensions. Words in multimedia applications can be a catalyst for broadening the scope of text to study a particular subject more thoroughly, particularly when it comes to transmitting meaning. This is accomplished by the use of sound, graphics, music, animation, and video, in addition to boosting the amount of text provided.

It can overcome obstacles such as the difficulty of finding back topics from previously read books with papers in the form of multimedia. It can even search for entire text using keywords about one or more topics. In addition, multimedia documents can show references not only to topics listed in the document itself, but also to these documents, as well as to all documents linked to these documents, and so on. Because it uses electromagnetic waves, multimedia provides a link that permits tracking the interconnected information cosmos at the speed of light. This global multimedia network is frequently used as a funeral information superhighway. The use of multimedia can be carried out in various fields, including:

1) Work activities, with teleworking, workers can do their work not necessarily in the office. An example of software that supports teleworking / telecommuting is netmeeting.

2) How to shop, home shopping / teleshopping, namely shopping is done using the internet, then the goods come delivered to the house.

3) Buying and selling, using an online buying and selling system, or a bank using the online banking method

4) How to get information, use the internet and various software to find information. For example, reading online newspapers, learning music from software and so on.

5) How to learn, the learning process uses a multimedia computer with online teaching or learning, or using an e-book (electronic book).[18]

Learning media allows teachers and students to engage more easily, resulting in more effective and efficient learning activities. In the implementation of the

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[18] Umar, 'Media Pendidikan Peran dan Fungsinya dalam Pembelajaran', *TARBAWIYAH: Jurnal Ilmiah Pendidikan,* (2017), p.7.

teaching and learning process, the teaching methods used and the aid provided by the teaching medium are both crucial. These two aspects are inextricably intertwined. The teaching methods chosen have a significant impact on the educational media used. This means that the instructional media must be chosen in accordance with the teaching methods employed.

In general, the advantages of media in the learning process are that they facilitate interaction between learners and learners, resulting in more effective and efficient learning activities. But more specifically there are some of the more detailed benefits of media. Several benefits of media in learning, namely:

1) Delivery of subject matter can be uniform.

Each student may perceive an idea in a subject area in a different way. With the help of the media, these varying interpretations can be avoided and information conveyed to student in a consistent manner. Every learner who sees or hears a description of a subject matter through the same medium receives the exact same information as other learners. Thus, the media can also reduce the information gap between learners everywhere.

2) The learning process becomes clearer and more interesting.

Both naturally and intentionally, sound, sight, movement, and color can all be employed to display information in the media. The media program's subject content will be more clear, comprehensive, and interesting for pupils. Presentation material that uses the media can pique students' interest and cause them to react physically and emotionally. In short, learning media can assist students in creating a more vivid, not monotonous, and not boring learning environment.

3) The learning process becomes more interactive.

If properly chosen and structured, media can assist learners and learners in actively communicating in two directions during the learning process. A learner can only communicate to another learner in one direction without the use of media.

Learners, on the other hand, can use the media to organize classrooms so that not only the learners but also the teachers are involved.

4) Efficiency in time and effort.

The most common criticism we receive from students is that there is never enough time to complete the program objectives. It is common for students to spend a significant amount of time describing a topic. This does not have to be the case if the students are able to fully utilize the media. Without the media, a student would have to spend a lot of time discussing the human circulatory system or the solar eclipse process, for example. This issue, however, may be swiftly and readily conveyed to children via visual medium.. Let the media present the subject matter that is difficult for learners to present verbally. It will be easier to reach the maximum learning objectives with the least amount of time and effort feasible using the media. Learners do not have to explain subject matter over and over again while using the media because only one presentation using the media is required and learners will more easily understand the lesson.

5) Improve the quality of student learning outcomes.

The usage of media not only speeds up the learning process, but it also allows pupils to absorb information more deeply and completely. Learners may not fully comprehend the lesson if they merely listen to verbal information from them. However, if it is supplemented with activities such as seeing, touching, feeling, or experiencing for oneself through the media, the learner's comprehension will undoubtedly improve.

6) Media.

The use of media allows for learning to take place anywhere and at any time. Learning media can be developed such that learners can engage in learning activities whenever and wherever they want, without relying on the presence of another student. Students can use audio visual learning programs, including computer-based learning programs, to carry out learning activities autonomously and without regard for time or

location. Students will become more aware of the variety of learning tools available to them as a result of their use of media. We must recognize that school-based learning time is extremely restricted, and that pupils spend the majority of their time outside of the classroom.

7) Media can foster positive attitudes towards students' learning materials and processes.

The media adds to the excitement of the learning process by encouraging students to like science and seek out information on their own. Learners' ability to study from a variety of sources would instill in them the habit of constantly seeking out the numerous learning resources required.

8) Change the role of learners to a more positive and productive direction.

A learner is no longer the only source of learning for learners if they make appropriate use of the media. Because he can share responsibilities with the media, a learner does not need to explain all of the subject content. As a result, students will have more time to focus on other parts of education, such as assisting students with learning issues, developing personalities, inspiring learning, and so on.

9) Media can make abstract subject matter more concrete.

Identifying market forms in people's economic activities, for example, can be explained through the media of market images from traditional to modern markets, as well as complex subject matter that can be presented more simply with the help of the media. For example, material that discusses the center of the Islamic kingdom in the archipelago can be conveyed using a map or atlas, so that students can easily understand the learning.

10) The media can also overcome the constraints of time and space limitations.

Through the use of media, something that occurs outside the classroom, even in outer space, can be shown in the classroom. Similarly, we can bring up past

occurrences in front of kids at any time. With the help of the media, a significant event occurring on another continent can be broadcast live in the classroom.[19]

c. Multimedia Application in Education

Multimedia also allows educators to use a variety of teaching strategies, and students can take charge of a learning session. Students can also choose learning approaches that work best for them, develop knowledge tailored to their own needs, and learn in a more interesting and efficient setting Information and references are no longer limited to the book's content, but have expanded significantly. The Internet's availability of multimedia technology improves the ability to process information, allowing access to any information in a variety of formats and ways to be more readily and quickly obtained. Multimedia applications are applications that are designed and built by combining elements such as text / documents, sound, images, animation and video. The use of multimedia applications can be in the form of a company profile, videos for tutorials, eLearning, and Computer Based Training. The term multimedia learning varies. Some call it CALL (computer-assisted language learning), CAI (computer-assisted instruction), CELL (computer-enhanced language learning), or CBI (computer-based instruction).

Students love using multimedia (text, video, audio, animation, and interactivity) in their classrooms. Text, rather than video, audio, animation, or interactivity, is the most often utilized multimedia element. Multimedia is extremely popular as a learning medium when viewed as a whole (the unity of each aspect). However, multimedia should not only be seen from each element, because if these components become one unit then the benefits provided will definitely be much greater.

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[19]Iwan Falahudin,'Pemanfaatan media dalam pembelajaran' *Jurnal : Lingkar Widyaiswara*, 1.4: 104-117 (2014).

Multimedia will encourage students to be more active and creative in their learning, and instructors will become facilitators who help students learn rather than offering commands or instructions. Everyone assumes that the learning process can last a lifetime and is not limited by traditional schools because interactive multimedia can be used by anybody, anytime and anywhere. Information is represented using multimedia. Many multimedia applications have been produced as a result of the ability to integrate these media with the use of computers, and many people believe that multimedia aids the learning process. In learning, the information presented through multimedia may be newer and interesting than the information presented through conventional lecture methods. The presentation of multimedia-based information increases the level and rate of learning of students and allows students to adjust their learning speed.

One of two distinct general channels is used to process data. One channel is responsible for processing verbal data such as text or audio. Nonverbal processes, such as illustrations and noises in the surroundings, are the other channel. Information can be handled through both channels; this is referred to as referential processing. Referential processing can help to develop a more cognitive method for retrieving information..[20]

Information is processed through one of two independent general channels. One channel processes verbal information such as text or audio. The other channel is non-verbal processes such as illustrations and sounds in the environment. Information can be processed through both channels, processing information with two channels is called referential processing. Referential processing can create a more cognitive pathway that can be followed to retrieve information.[21]

It has been very developed with the application of students being able to develop their abilities in the current era, he no longer formally develops the abilities

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[20]Iwan Falahudin,'Pemanfaatan media dalam pembelajaran' *Jurnal: Lingkar Widyaiswara*, 1.4: 104-117 (2014)

[21]Iwan Falahudin,'Pemanfaatan media dalam pembelajaran' *Jurnal: Lingkar Widyaiswara*, 1.4: 104-117 (2014)

of students wherever and whenever they have the potential to develop their abilities more relaxed and have various types of writing and pictures that are interesting, and the application was designed in the most beautiful way possible so that its users are not bored to develop their abilities. Included in multimedia applications in education are:

1) Cake Application

Is the application for student to improve their listening and also speaking, cake application can make student interesting learning English especially to improve their listening, because there are many channel in YouTube and the duration very short, fun movie and student can repeated what the native speakers says and conversation update in every day.

2) Electronic multimedia dictionary

An example of how multimedia can be utilized for educational reasons is the electronic multimia dictionary. Unlike a traditional dictionary, the electronic multimedia dictionary will explain the meaning of a word or a desired term utilizing a variety of supplemental media as well as textual explanations. The use of media such as audio, video, graphics and animation, for example, causes the explanation of a word can be done more easily and impressively.

 3) Youtube media

This site provides various kinds of videos, ranging from movies, news songs, advertisements and also provides English learning material from grammar to how to make a speech. And can search for films using subtitles.

4) Teacher Room

The teacher's room is here as an alternate online tutoring that is accessible via a smartphone, laptop, or tablet. Ruang Uji, RuangLatihan, RuangVideo, RuangLes, RuangLesOnline, Digital Boot Camp, and Edumail are some of the fantastic features

that help students to improve their learning abilities in order to obtain the desired results.

d. Application Cake

1) Understanding cake Application

Cake is a program that can be used to learn English. Playlist Corporation created Cake - Learn English for Free, and the most recent version of Cake - Learn English for Free 2.4.1 was released on December 17, 2019. Cake - Learn English for Free is a free educational app. You can see all of the applications made by the same developer as Cake - Learn English for Free and compare them to 96 other apps.

2) Basic Feature Cake

This application the first can be downloaded from the Google Playstore free
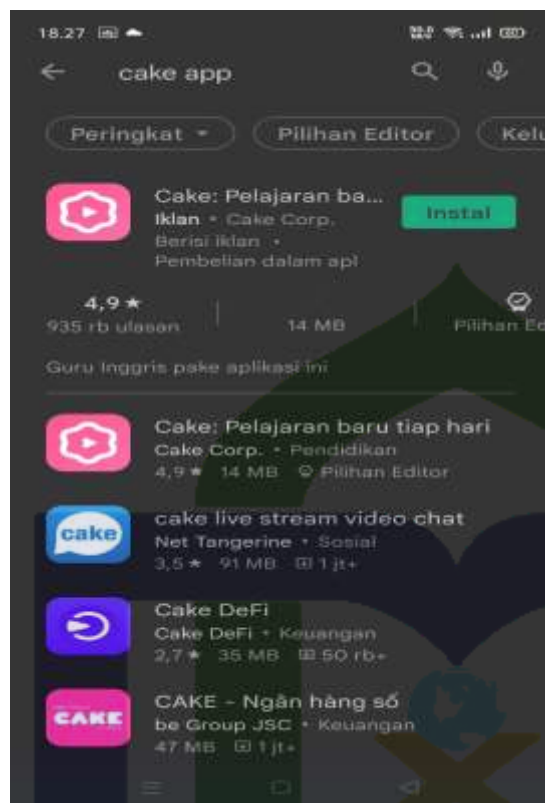
And the student must log in to Cake Application if want to use this application
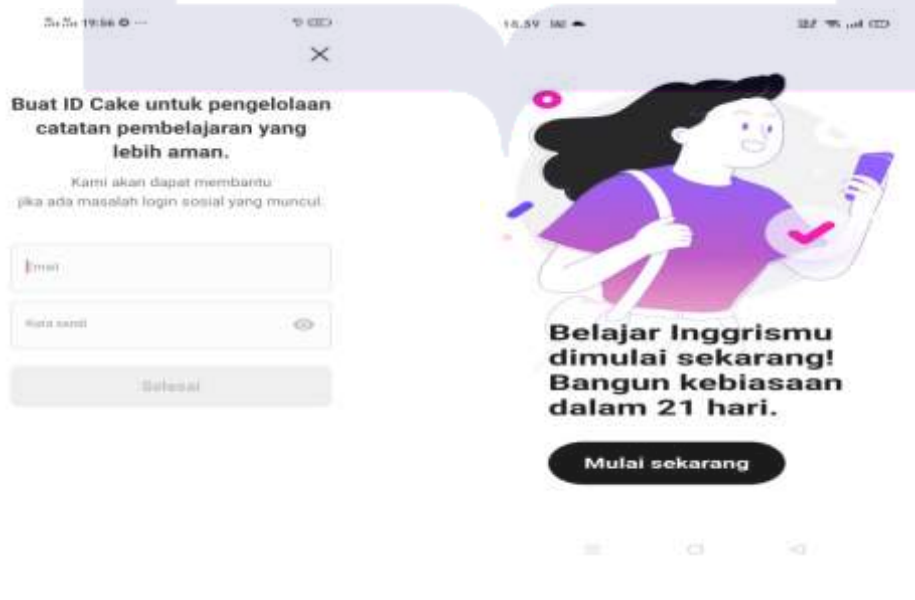
After that, students can choose a channel or topic that suitable student's abilities.
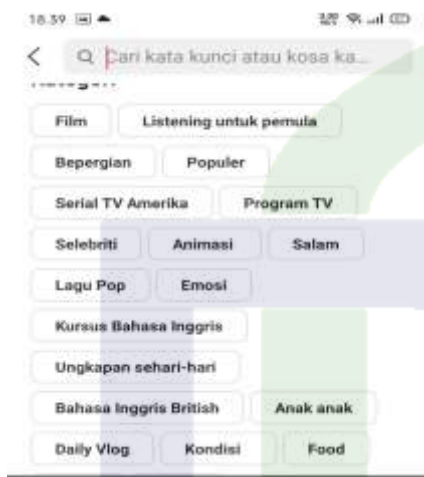
And students can choose videos that are in the cake application to improve listening comprehension
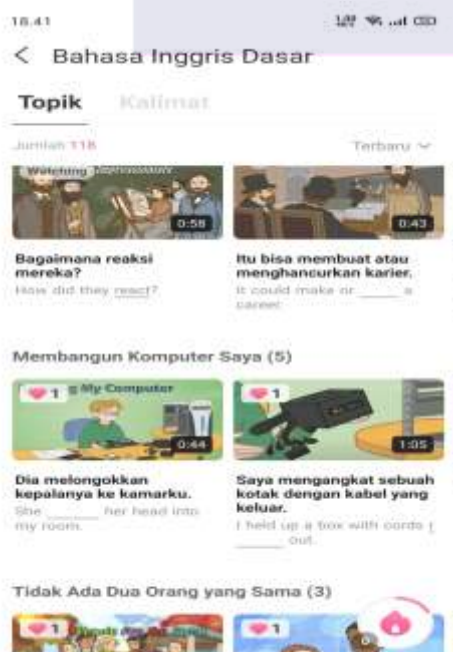
Play the video carefully to improve learning English especially listening
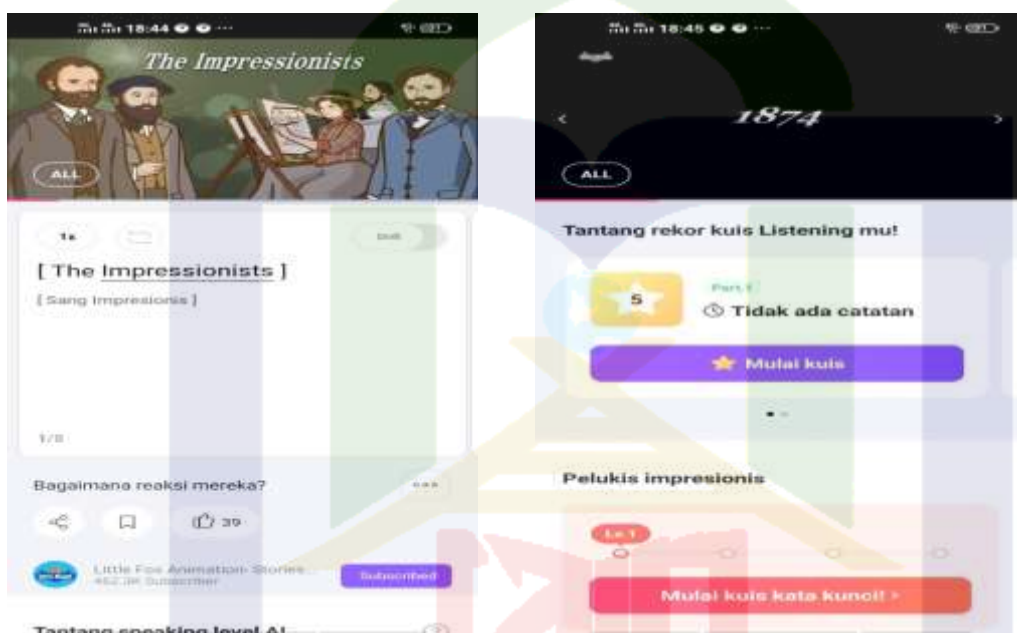
Students can check listening comprehension after saw this videos and students directly know their score listening comprehension.
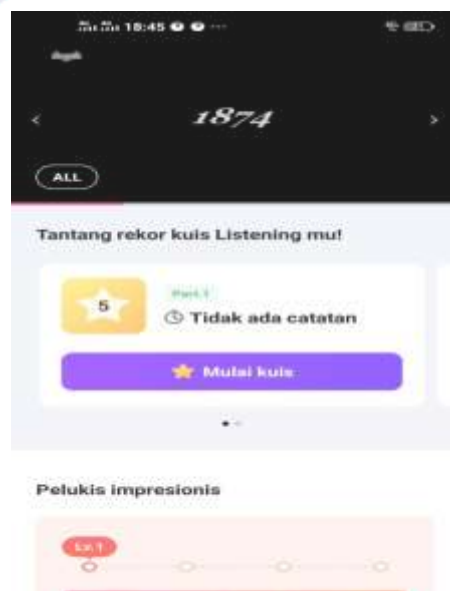
3) The Implementation of the Cake

This app is great for developing student listening abilities because it includes videos from a variety of sources that student can view and practice with, starting with pronunciations and speaking tones with essential words. Researcher can use the program to teach listening skills since it allows you to check your students' pronunciation, allowing to determine whether or not they have good pronunciation. It also allows to determine whether or not hearing matches what is being spoken. Researcher can also select the student level from this APP and match the level of student, the level from beginner basic to advance

C. Conceptual Framework

There are many strategies that can be presented in teaching to make students better and successful in learning English. Especially the use of cake application to improve students' listening comprehension

Conceptual framework can be described in a design as follows:

Input	Process	Output
Prior Listening Comprehension	→ Using Cake Application	→ Listening Comprehension Improvement
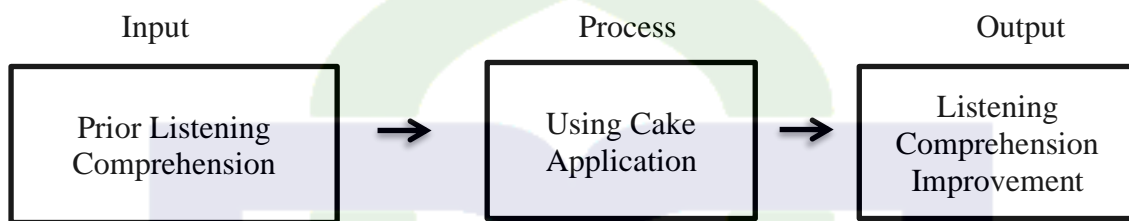
In the diagram above, there are three components that are presented in conceptual framework, namely; Input, Process, and Output.

1. Input refers to the material that is applied.

2. Researcher will give Pre-Test after that give treatment and the last give Post-Test.

3. Output refers to the student's listening comprehension.

D. Hypothesis

Based on the review related literature, and the problem statement, the researcher puts forward as follows:

1. The Null Hypothesis (H_0): using cake application is not Able to improve student's listening comprehension at the tenth grade students of SMK Muhammadiyah Parepare

2. The Alternative Hypothesis (H_a): using cake application is able to improve student's listening comprehension at the tenth grade students of SMK Muhammadiyah Parepare
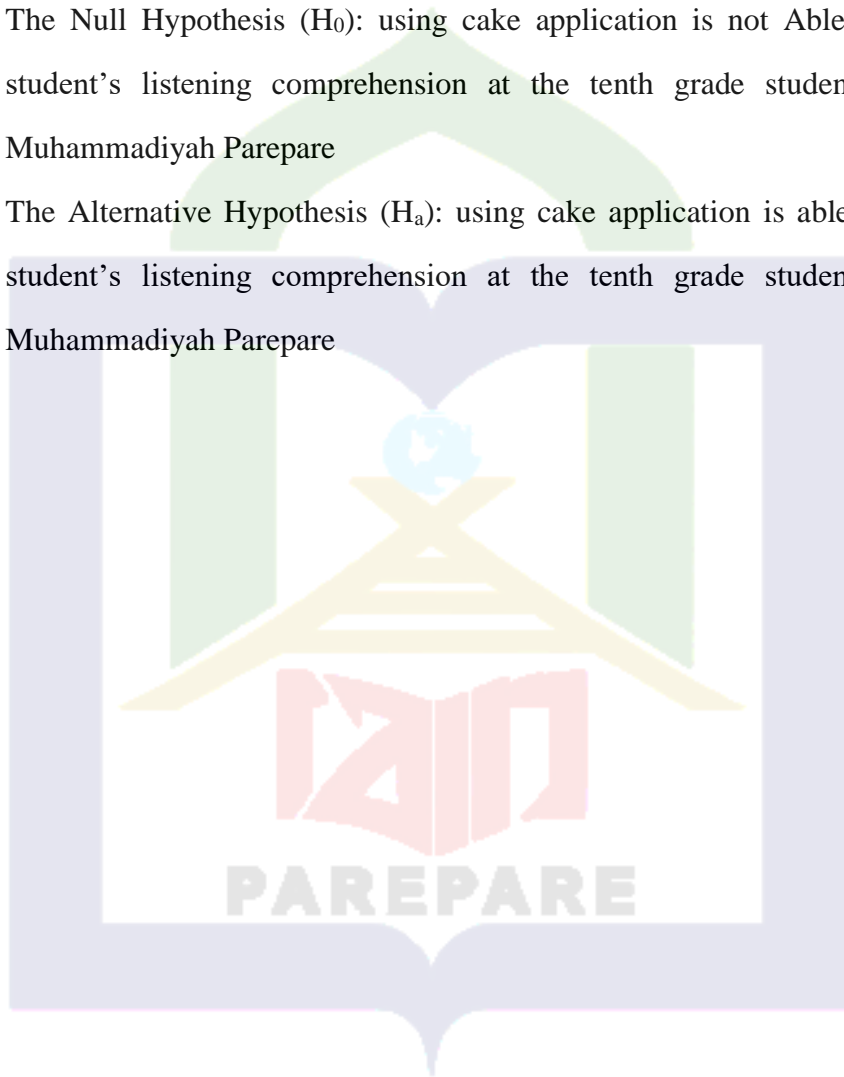
CHAPTER III

RESEARCH METHOD

A. Research Design

In this study, the researcher gathered, processed, and analyzed data in order to arrive at a conclusion. Because it was involve numbers or statistics, this research will be quantitative. Pre-experimental design with one group pre-test and post-test design was used in this study. Pre experimental research is an experimental study that uses an experimental group, without a control group (comparison) and the subject sample is selected as is without used randomization.[22]

And the design described as follow:

$$O_1 \quad X \quad O_2$$
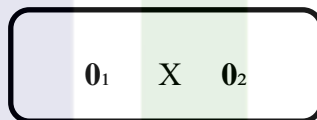
Where:

O_1 : Pre-test

X   : Treatment

O_2 : Post-test[23]

B. Location and Time of the Research

1. Research Location and Duration

The Location of the research used as a place for conducting research at SMK Muhammadiyah, jln. Muhammadiyah No.8, Ujung Lare, Kec Soreang, Kota Parepare, Sulawesi Selatan, and the researcher took 1 month .

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[22] Yusuf Zainal Abidin, *Metode Penelitian Komunikasi*, (Bandung: CV Pustaka Setia,2015),p.126

[23] Sugiyono, *metode penelitian pendidikan* (Bandung:ALFABETA.2015).p.111

C. Research Variables and Operational Definitions

1. Variables

There are two variables in this research. The first variable is independent variable (X) and the second variable is independent variable (Y).

a. Independent Variable is the Use of Cake Application to Improve Student's Listening Comprehension.

b. Dependent Variable is The Student's Listening Comprehension at the First Grade of SMK Muhammadiyah Parepare.

2. Operational Definitions of Research Variables

In this section, the researcher was explained operational definition of variable that had been mention above in the variable of the research.

a. Cake application is one of the application for student's can improve student's listening and also speaking, because there are many channel in YouTube and the duration very short, fun movie and student can repeated what the native speakers says and conversation update in every day starting with pronunciations and speaking and listening tones with essential words.

b. Listening comprehension in English is the ability of students to understand what native speakers are saying very well. Listening comprehension is also like doing activities or activities to catch sounds that students do carefully at SMKMuhammadiyahParepare.

D. Population and Sample

1. Population

The participants in this study pupils in the first grade at SMK Muhammadiyah Parepare. According to the research, there are two classes of second grade pupils present. They are of the highest caliber. TAV, TKJ. This is the table with the number of pupils in first grade:

Table 1.4: The total of the first grade students of SMK Muhammadiyah Parepare.

No	Class	Total
1	X TAV	3
2	X TKJ	16

(Source : Administration of SMK MUHAMMADIYAH Parepare)

2. Sample

The sampling technique used in this research was purposive sampling technique that one class of the first grade students of SMK Muhammadiyah Parepare took as research X TKJ, because the number of students from class X TKJ is more in accordance with the criteria of this study so that later it can answer research problems. The total number of sample this research is 10 students. Because of covid-19 which did not allow for face to face students some parents did not allow to carry out the learning process directly.

E. Instrument of the Research

1. Listening comprehension / test

This research used the instrument that is listening comprehension/test by cake application and the student can improve their listening use several videos in cake application. The practice test used in the pre-test and post-test The pre-test is used to determine the student's listening comprehension and use of the cake application prior to therapy, while the post-test is used to determine the students' listening comprehension achievement after treatment.

2. Documentation

Documentation is the collected data by record data obtained from tenth whose contents consist of explanations and thoughts, the evens is written the awareness and intention to prepare of forward information.[24] And if it is complete with attach photographs of research documentation.

F. Procedure of Collecting Data

In collecting data, the researchers collect the data with the follow procedures:

1. Pre-test

Before give the treatment, the researcher go to school SMK Muhammadiyah to get more information about the students in first grade while introduce and explain the purpose of the research. After that, the researcher give the pre-test to the students to improve listening comprehension that the students use while cake application.

2. Post-test

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[24] LexyJ. Moleong, Metodologi Penelitian Kualitatif, (Bandung : Rosda Karya, 2017) p.135

After giving treatment, the researcher continued to do the post-test. In the post-test the researcher will showed one video in cake application and also student can practice to use cake application to improve their listening comprehension.

G. Treatment

After giving the pre-test, the researcher gives the material about the listening comprehension. So here, the researcher explained and teach the use of cake application to the students. The treatment conducted the fourth meeting and each meeting the researcher performs seven procedures to teaching cake application as below:

1. The researcher distribute the question sheets to the students and show a video according to the questions given to the students, and the researcher instruct the students to listen to the video carefully to answer the questions correctly.

2. After the students answer the questions given, the researcher asks the students to collect the answer sheets on the teacher's desk and check the students' answers.

3. And the researcher replays the video and solves students' listening comprehension problems by giving a video pause and in the answer part of the blank question sheet.

4. Students who have the highest and lowest scores are combined into 5 groups and each group consists of 2 students.

5. The researcher showed the video and instructed students to listen to the video carefully for 3 minutes. And after watched and listening to the video, the researcher paused the video and appoints one of the representatives of each group to continue the text contained in the video.

6.   The researcher gives a score directly to each group and the group that has the most correct answers got the highest score and got an award from the researcher

7.   After that the researcher motivates students continue to improve listening comprehension.

H. Technique of Data Analysis

To analysis data collected of the text and find out students score, the researcher used following formula. Some formula were applied in this research to process the data as follows: calculating students' score:

a. To calculate the students' score, the researcher used the formula in the following:

$$NA = \frac{Skor\ Perolehan}{Skor\ Maksimal} \times 100$$

b. Classifying the students score into ten classification as follows:

Table 3.3 The Classification Students Level

Score 1 – 100	Predicate	Categories
80-100	A	Very good
66-79	B	Good
56-65	C	Enough
40-55	D	Less
30-39	E	Bad

c. The formula of score percentage was presented as follows:

$$P = \frac{F}{N} \times 100\%$$

Where :

    P   = Percentage

    F   = Item of Frequency

    N   = Total number of respondent

d. To calculate the mean score, the researcher applied formula as follows:

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

Where:

    X = Mean Score

    $\sum$x = Total of raw Score

    N = Number of Student[25]

e. The researcher was determined the standard derivation, the researcher applied the formula:

$$SD = \sqrt{\frac{SS}{N}} \qquad \text{where} \qquad SS = \sum X^2 - \frac{(\sum X)^2}{N}$$

Where:

    SD   = the standard derivation

    SS   = the square root of the sum of squares

    $\sum$X   = the sum of square

    N   = the total number of student.[26]

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[25] Arikunto. Suharsimi, *Penelitian Tindakan Kelas*, Jakarta: Bumi Aksara, 2013

[26] Gay M.A, *Educational Research Competencies for Analysis and Applications*, (United States of America: Perason Merril,2006), p.321.

f. Calculating the value of t- test to find out the differences of mean score between the pre-test and post- test by using formula as follows:

$$t = \frac{D}{\sqrt{\dfrac{\sum D^2 - \dfrac{(\sum D^2)}{N}}{N(N-1)}}}$$

Where:

t   = test of significant

D   = the means score of difference (X1-X2)

$\sum D$ = the sum of the total score

$\sum D^2$ = the square of the sum score of difference

N = The total sample.[27]

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[27] Gay, L.R. *Educational Research*, New York: Charles Meril Publishing. Co,A. Bell and Howell Company. 1987. p.331

CHAPTER IV
FINDINGS AND DISSCUSSIONS

A. Findings

The findings were obtained through a listening test for first graders at SMK Muhammadiyah Parepare for the 2021 Academic Year. The researcher applied all the procedures shown in the last chapter. In addition, the researcher gave pre-test and post-test to students. The pre-test was given before the treatment to find out how the student's listening comprehension was in listening, especially in captured the sounds of what they had listened to, while the post-test was given after the treatment through the use of the cake application speakers conveyed in the cake application and the post-test results of this study were able to answer research questions that aimed to determine student's listening skills through the use of cake applications to improve listening comprehension for students of class X SMK Muhammadiyah Parepare..

1. Student Score in Pre-test

Pre-test was conducted before using the cake application to measure students' listening skills in listening comprehension. Held on Wednesday 29, 2021/2022. The students were given a pre-test of this test. Before giving the pre-test, the researcher first introduced the cake application to the students. The cake application can be used by students to improve listening comprehension, with this, students can be more interested in learning listening, and this can improve students' listening comprehension. The researcher found that the students' pre-test results based on the assessment produced information as shown in the following table:

Table. 4.1 the Students score in Pre-test

N O	Students	Pre-Test of the Students (X_1)		X^2	CLF
		Max Score	Score X_1		
1	Ebing	100	42	1764	Less
2	Gheby Adzahra Adnan	100	25	625	Bad
3	Muhammad Fachri Ismail	100	25	625	Bad
4	Muhammad Alfi Raihan	100	33	1089	Bad
5	Muhammd Zaid	100	66	4356	Good
6	Nadia Khairunnisa	100	33	1089	Bad
7	Nur Alya Sari Parassa	100	42	1764	Less
8	Reski Amelia	100	25	625	Bad
9	Muhammad Riswan A	100	50	2500	Enough
10	Nur Aisyah	100	33	4356	Bad
	Total		$\sum X = 374$	$\sum X^2 = 18847$	

(Data source: the students Score in Pre-test)

Firstly, the researcher calculated the mean score of the pre-test:

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

$$X = \frac{374}{10}$$

$$X = 37,4$$

So the average value (X1) for the pre-test is 37,4

Based on the results of the pre-test, the data shows that the average value of the pre-test is 37.4. From that analysis. It can be seen that most of the student's understanding in listening is still low because students get less marks.

Second, the researcher calculated the standard derivation of the pre-test:

$$SD = \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{n-1}}{N-1}}$$

$$SD = \sqrt{\frac{18847 - \frac{(374)^2}{10-1}}{10-1}}$$

$$SD = \sqrt{\frac{18847 - \frac{139876}{9}}{9}}$$

$$SD = \sqrt{\frac{18847 - 13,98}{9}}$$

$$SD = \sqrt{\frac{18,83}{9}}$$

$$SD = \sqrt{2,092}$$

$$SD = 1,44$$

So, the result of the standard deviation of the pre-test is 1.44

After determining the mean value (X1) of the pre-test is 37.4 and the standard deviation (SD) of the pre-test is 1.44, it can be seen that the improving student's listening comprehension is in the low category.

Table 4.2 The frequency and rate percentage of the student's listening comprehension of Pre-Test.

Classification	Score	Predicate	Pre-test	
			Frequency	Percentage (%)
Very Good	80-100	A		
Good	66-79	B	1	10%
Enough	56-65	C	1	10%
Less	40-55	D	2	20%
Bad	30-39	E	6	60%
Total			10	100%

(Data source: the Rate Percentage of the Frequency of the Pre-test)

The table above shows that the percentage of the pre-test level shows that before being given treatment using cake application. There was no student who got very good score. There was one student who got good score (10%). There was one

student who got enough score (10%), There were two students got a less score (20%) and six students got a bad score (60%).

Based on the table of 10 students, 2 students got less category and 6 students got bad score category. So students cannot understand what is said by native speakers and find it difficult to answer the text that has been given. And there are no students who get very good grades. This means that students' listening skills are still low.

3. The Students Score in Post-test

Table. 4.3 the Students score in Post-test

NO	Students	Pre-Test of the Students (X_1)		X^2	CLF
		Max Score	**Score X_1**		
1	Ebing	100	52	2704	Less
2	Gheby Adzahra Adnan	100	76	5776	Good
3	Muhammad Fachri Ismail	100	94	8836	Very Good
4	Muhammad Alfi Raihan	100	64	4096	Enough
5	Muhammd Zaid	100	76	5776	Good
6	Nadia Khairunnisa	100	58	3364	Enough
7	Nur Alya Sari Parassa	100	76	5776	Good

8	Reski Amelia	100	88	7744	Very Good
9	Muhammad Riswan A	100	64	4096	Good
10	Nur Aisyah	100	52	2704	Less
	Total		$\sum X = 700$	$\sum X^2 = 50872$	

(Data source: the students Score in Pre-test)

The first to get the mean score of the post-test, used formula:

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

$$X = \frac{700}{10}$$

$$X = 70,00$$

Based on the post-test results, the data shows that the post-test mean score is 70.00. From that analysis. It can be seen that almost 10 students listening comprehension with very good and good score categories.

Second, to get the standard deviation of the post-test, the formula is used:

$$SD = \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{n-1}}{N-1}}$$

$$SD = \sqrt{\frac{50872 - \frac{(700)^2}{10-1}}{10-1}}$$

$$SD = \sqrt{\frac{50872 - \frac{490000}{9}}{9}}$$

$$SD = \sqrt{\frac{50872-544,44}{9}}$$

$$SD = \sqrt{\frac{50,32}{9}}$$

$$SD = \sqrt{5,59}$$

$$SD = 2,3$$

So, the post-test standard deviation is 2,3.

After determining the mean value (X1) of the post-test was 70.00 and the post-test standard deviation (SD) was 2,3. It can be seen that the increase in students' listening comprehension is in the very good category.

4. **The result of the pre-test and post-test were presented in the following:**

Table. 4.4 The Mean Score and Standard Deviation of the pre-test and post-test

Test	Mean Score	Standard Deviation (SD)
Pre-test	374	1,44
Post-test	700	2,3

(Data source: the mean score and standard deviation of pre-test and post-test)

Table 4.5. The frequency and rate percentage of the students listening comprehension of Post-Test

Classification	Score	Predicate	Pre-test	
			Frequency	Percentage (%)
Very Good	80-100	A	2	(20%)
Good	66-79	B	4	(40%)
Enough	56-65	C	2	(20%)
Less	40-55	D	2	(20%)
Bad	30-39	E		
Total			10	100%

(Data source: the Rate Percentage of the Frequency of the Post-test)

The table above shows that after the treatment using the cake application the students' listening scores can be considered good based on the post-test results. There are 2 students who are classified as very good (20%), four students are classified as good (40%) and two students are classified enough (20%), and 10 students 2 people

who have less (20%). So it can be concluded that students get a change in learning English if they use the application cake.

3. **The T-test value**

Table 4.6 The worksheet of calculated of the score pre-test and post-test of listening comprehension

NO	Pre-test	Post-test	(D)	D^2
1	42	52	10	100
2	25	76	51	2601
3	25	94	69	4761
4	33	64	31	961
5	66	76	10	100
6	33	58	25	625
7	42	76	34	1156
8	25	88	63	3969
9	50	64	14	196
10	33	52	19	361
Total			326	14830

(Data source: The Calculation of the Score on Pre-test and Post-test on The Use

Cake Application to improve Student's Listening Comprehension)

$$D = \frac{\Sigma D}{N}$$

$$D = \frac{326}{10}$$

$$D = 32,6$$

The calculating of the t-test value as follow :

$$t = \frac{D}{\sqrt{\frac{\Sigma D^2 - \frac{(\Sigma D)^2}{N-1}}{N(N)}}}$$

$$t = \frac{32,6}{\sqrt{\frac{14830 - \frac{(326)^2}{10-1}}{10(10)}}}$$

$$t = \frac{32,6}{\sqrt{\frac{14830 - \frac{106276}{9}}{100}}}$$

$$t = \frac{32,6}{\sqrt{\frac{14830 - 11,80}{100}}}$$

$$t = \frac{32,6}{\sqrt{\frac{14,81}{100}}}$$

$$t = \frac{32,6}{\sqrt{148,1}}$$

$$t = \frac{32,6}{12.16}$$

$$t = 2,6$$

To find out whether the mean pre-test score and the mean post-test score were significantly different, this study used a T-test. The result of the t-test is t = 2,6. To find out the degrees of freedom (df) the study uses the following formula:

$$df = N - 1$$

$$df = 10 - 1$$

$$df = 9$$

For the level of significance (p = 0.05) and df =9 then the value of the table = 1.833 Thus the value of T-test greater than the variable (2,6 > 1.833) it meant that there is a significant difference in listening comprehension after doing treatment using cake application to improve student's listening comprehension at the first grade students of SMK MUHAMMADIYAH Parepare.

4. **Hypothesis testing**

   Hypothesis testing using t-test statistical analysis. the result is as follows:

If the t-test value is greater than the t-table value for a significance level of 0.05 with degrees of freedom 10-1 = 9, then the alternative hypothesis is accepted, because the value of the t-Table is greater than the t-Test and the results of data analysis that have been obtained are the t-Test value (2.6) is greater than the value of the t-Table (1.833). So the Alternative Hypothesis is accepted. With these results and calculations, the key word is that there is a very significant difference between students' listening comprehension through the use of the cake application. With the differences in students' listening comprehension before and after using treatment

using cake application to improve student's listening comprehension at the first grade students of SMK Muhammadiyah Parepare.

B. Discussion

Based on the result data analysis, the researcher has calculated the average score of students' listening comprehension as indicated by the pre-test test. The mean pre-test score before treatment was 37.4. By looking at the test results, from the data given in the classification table based on listening, it is clear that one student got a good score (10%), one student got enough (10%) two students got less (20%) and six students got bad score (60%) in the pre-test. From the scores that have been obtained by students above, it is because students' understanding in listening, especially in capturing sounds, is still lacking.

In the questions that have been given there are some students who are still wrong in the mention of the year, the difference between strong and storm students is still wrong, because in student questions, the mention of journey is still foreign to students' ears so that some students' answers are wrong both in spelling and writing methods, Likewise, the word Atlantic Ocean is very foreign to students listening to it.

Students' understanding of listening comprehension is very minimal, it can be seen in table 4.1 in this table, it shows that the score that students get on the pre-test score is very minimal because students are still unfamiliar with listening to new vocabulary such as storm and strong. the capture of new sounds and vocabulary that students listen to is still weak due to lack of practice in listening to native speakers, as is the case with the word journey which is still

foreign to students' ears so that there are some words written by students that do not match the words conveyed by native speakers and wrong writing that makes students less confident to improve listening comprehension.

And writing in 1699 which made some students confused when listening due to the lack of students' listening comprehension. in the word large, students are able to catch the sound of the word large but are unable to write the correct word large such as Large - Leorage, Large - Lorage. Students' understanding of the word Aboard is familiar to students, but one of the problems with students is writing incorrectly, such as Abord - Born, Aboard - Fior.

And then the researcher calculated the overall score of the students' pre-test, which was 37, 4 and from the average score the students got was very low because students' understanding of listening was still minimal and students were still unfamiliar when listening to new vocabulary.

The researcher has calculated then average score of student's listening comprehension shows that the percentage of the pre-test level shows that before being given treatment using cake application. There was student who got very good score (10%) only 1 student got a good classification with predicate B. This shows that on the instrument sheet that has been answered by the "MA" student, it shows that understanding the words spoken by native speakers is very easy to understand. There was one student who got enough score (10%) There are students who get very good scores (10%) only 1 student who got a good classification with the predicate C. This shows that on the instrument sheet that has been answered by the "MR" student, it shows that the understanding of the word that is heard can be said to be good, but there are some unfamiliar words that have been heard by the student that are still not understood. There were two students got a less score (20%) there are two student got less classification with the predicate D the student confused to

answers the question in sheet because the words unfamiliar and can differences several words and six students got a bad score (60%) there are six students got bad classification with the predicate E the student can understand the meaning of the words and unfamiliar words.

After students used the cake application in several meetings, at the first meeting on Wednesday, September 29th students were still confused in listening to some words and were still confused in interpreting the words conveyed by native speakers such as the words culture and look of, as well as the word island which still looks foreign to students' ears, at the second meeting on Wednesday, October 6th students are still confused to understand what the native speakers are saying and can't digest what the native speakers are saying according to the sheet given such as architecture, city, major, and plenty. At the third meeting on Wednesday, October 13th students began to understand the words conveyed by native speakers such as the words vacation, swimming pool, sit under the beach, take our cool in the box, and at the last meeting on Wednesday, October 20th students begin to be able to answer the questions given and can fill in the blanks on the question sheet.

After using the cake application to improve student listening comprehension, students' listening comprehension was very significant and the grades obtained by students were very good so that they were able to make students more confident in improving listening, especially when using the cake application students were more relaxed and felt interested because of the material presented. In the short cake application and also the words spoken by native speakers can be repeated and can be connected to YouTube so that students can access videos for free and easily.

And in the findings, the researcher has calculated the average score of student's 'listening comprehension as indicated by the post-test. The mean post-test score after treatment was 7, 00. By looking at the test results, table 4.5 from the data given in the classification table based on listening, it is clear that two student got a very good score (20%) only 2 students who get very good

classification with predicate A. This shows that the improvement in listening of the two students is very significant after using the cake application because the answers given are all correct. Four students got good score (40%) 4 students who got very good classification with predicate B this shows that the improvement in student's listening is very significant after using the cake application even though there are student's answers that are still wrong about the meaning of words conveyed by native speakers, two got enough score (20%) 2 students who got a very good classification with the predicate C. This shows that the increase in listening is quite significant despite getting a predicate of C, but the enthusiasm of students in improving listening skills is very good, it can be seen that the previous score was lower than the score obtained now, but these two students were able to correctly answer a few words that matched the content of the text, two students got less score (20%) 2 students who got a very good classification with the predicate E. Even though they got the predicate E, the enthusiasm of the students in improving listening skills was very good because of the increase in the score that could be seen earlier even though there were wrong answers when answering the questions that had been given and there were still a lack of understanding what is conveyed by native speakers.

The researcher calculated the average score of students' listening comprehension which was shown from two tests, namely pre-test and post-test. The mean pre-test score before treatment was 37,4 and the post-test mean score was 70,00 after treatment.

In addition, to find out what hypothesis is accepted between the null hypothesis (H0) and the alternative hypothesis (Ha), the researcher uses a t-test for the calculation results showing that the t-test value of 2.6 is greater than the t-table value of 1.833 table ($2,6 \geq 1.833$) with degrees of freedom (df) 9. This means that the alternative hypothesis (Ha) is concluded that The Use of Cake

Application to Improve Student's Listening Comprehension at the first grade of Smk Muhammadiyah Parepare. This hypothesis is accepted while the null hypothesis (H0) is rejected.

The results showed that the use of the cake application was significantly effective in improving student's listening comprehension. The use of cake application has a good influence on student's listening comprehension. With the cake application, students are more interested in learning English, especially listening and enjoy the learning process more.

Furthermore, with the use of the cake application, most of the students actively participated in each activity. They also try to answer every question that is given. Students also practice listening more both at home and at school even though they are not supervised by researchers. That way, students look very interested in the learning process because students can improve listening comprehension.

Based on the above findings, this is related to the research question. The researcher concludes that there is an increase in the use of Cake Application to Improve Student's Listening Comprehension at the first grade of SMK Muhammadiyah Parepare.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestion of the research about The Use of Cake Application to Improve Student's Listening Comprehension.

A. Conclusion

Based on the results of data analysis and discussion of the results in the previous chapter. It was concluded that after being given the treatment there was an increase in listening comprehension after using the cake application. Researchers can conclude that the use of cake application has an effect on improving students' listening comprehension. Before the cake application was implemented, students were less interested in learning English, especially listening. After the use of the cake application was applied, it was easier for students to understand listening learning and students were more interested in using the cake application because of the various features and short videos that were presented. Therefore, it can be concluded that the benefits of using a cake application are; in the classroom, students experience improvement, and involve students during each learning process and students become happy and more interested in learning well.

B. Suggestions

Based on the result of data analysis and conclusions of this research, the researcher also gives some suggestions for some elements related to this research, those are:

1. English teachers must prepare new methods or interesting learning applications in teaching listening. This can make students feel happy to be interested in the learning process but they remain focused on the material. And also researchers suggest teachers to apply the use of cake application in teaching students' listening.

2. Listening is the process of understanding to get information from what is heard and listening can add new vocabulary.

3. Listening comprehension through the use of cake application can make students able to improve listening which is more interesting and can make students enjoy the learning process more.

4. Students should help teachers use good educational applications or provide new media, they must also be serious and pay attention to their teachers in the learning process.

5. For other researchers, they must find new learning methods or strategies to apply their research which is better than some previous studies.

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APPENDICES 1
T-table

df	One-Tailed Test						
	0,25	0,10	0,05	0,025	0,01	0,005	0,001
	Two-Tailed Test						
	0,50	0,20	0,10	0,05	0,02	0,01	0,002
1	1,000000	3,077684	6,313752	12,706205	31,820516	63,656741	318,308839
2	0,816497	1,885618	2,919986	4,302653	6,964557	9,924843	22,327125
3	0,764892	1,637744	2,353363	3,182446	4,540703	5,840909	10,214532
4	0,740697	1,533206	2,131847	2,776445	3,746947	4,604095	7,173182
5	0,726687	1,475884	2,015048	2,570582	3,364930	4,032143	5,893430
6	0,717558	1,439756	1,943180	2,446912	3,142668	3,707428	5,207626
7	0,711142	1,414924	1,894579	2,364624	2,997952	3,499483	4,785290
8	0,706387	1,396815	1,859548	2,306004	2,896459	3,355387	4,500791
9	0,702722	1,383029	1,833113	2,262157	2,821438	3,249836	4,296806
10	0,699812	1,372184	1,812461	2,228139	2,763769	3,169273	4,143700
11	0,697445	1,363430	1,795885	2,200985	2,718079	3,105807	4,024701
12	0,695483	1,356217	1,782288	2,178813	2,680998	3,054540	3,929633
13	0,693829	1,350171	1,770933	2,160369	2,650309	3,012276	3,851982
14	0,692417	1,345030	1,761310	2,144787	2,624494	2,976843	3,787390
15	0,691197	1,340606	1,753050	2,131450	2,602480	2,946713	3,732834
16	0,690132	1,336757	1,745884	2,119905	2,583487	2,920782	3,686155
17	0,689195	1,333379	1,739607	2,109816	2,566934	2,898231	3,645767
18	0,688364	1,330391	1,734064	2,100922	2,552380	2,878440	3,610485
19	0,687621	1,327728	1,729133	2,093024	2,539483	2,860935	3,579400
20	0,686954	1,325341	1,724718	2,085963	2,527977	2,845340	3,551808
21	0,686352	1,323188	1,720743	2,079614	2,517648	2,831360	3,527154
22	0,685805	1,321237	1,717144	2,073873	2,508325	2,818756	3,504992
23	0,685306	1,319460	1,713872	2,068658	2,499867	2,807336	3,484964
24	0,684850	1,317836	1,710882	2,063899	2,492159	2,796940	3,466777
25	0,684430	1,316345	1,708141	2,059539	2,485107	2,787436	3,450189
26	0,684043	1,314972	1,705618	2,055529	2,478630	2,778715	3,434997
27	0,683685	1,313703	1,703288	2,051831	2,472660	2,770683	3,421034
28	0,683353	1,312527	1,701131	2,048407	2,467140	2,763262	3,408155
29	0,683044	1,311434	1,699127	2,045230	2,462021	2,756386	3,396240
30	0,682756	1,310415	1,697261	2,042272	2,457262	2,749996	3,385185
31	0,682486	1,309464	1,695519	2,039513	2,452824	2,744042	3,374899
32	0,682234	1,308573	1,693889	2,036933	2,448678	2,738481	3,365306
33	0,681997	1,307737	1,692360	2,034515	2,444794	2,733277	3,356337
34	0,681774	1,306952	1,690924	2,032245	2,441150	2,728394	3,347934
35	0,681564	1,306212	1,689572	2,030108	2,437723	2,723806	3,340045
36	0,681366	1,305514	1,688298	2,028094	2,434494	2,719485	3,332624
37	0,681178	1,304854	1,687094	2,026192	2,431447	2,715409	3,325631
38	0,681001	1,304230	1,685954	2,024394	2,428568	2,711558	3,319030
39	0,680833	1,303639	1,684875	2,022691	2,425841	2,707913	3,312788
40	0,680673	1,303077	1,683851	2,021075	2,423257	2,704459	3,306878

APPENDICES 2
Instrument of the Pre-test

A. Listening Test

Hari/Tanggal   :

Waktu   :

Sekolah   :

Nama   :

Kelas   :

Tulislah jawaban yang tepat pada teks yang kosong di bawah ini!

1. Son in ……………. i set sail on the Antelope from Bristol.

2. That city is a …………. and very old port in the Southwest of England.

3. From the dock, marry ……………… "Good bye and please be careful! come back to us soon!

4. The children ……………………. and I waved back.

5. The captain was a good man and had……... a great deal.

6. Welcome………., Doctor Gulliver, he said.

7. First we will be sailing down the ………………. and around the coast of Africa.

8. Then we will sail ………. The Indian Ocean to the South Seas.

9. Our ………. went well until one morning, somewhere near Tasmania in the South Pacific Ocean.

10. I don't like the ……… those clouds, the captain said.

11. I think a ……... is coming

12. ……… an hour, a violent storm began.

APPENDICES 3
Instrument of the Post-test

B. Listening Test

Hari/Tanggal   :

Waktu   :

Sekolah   :

Nama   :

Kelas   :

Tulislah jawaban yang tepat pada teks yang kosong di bawah ini!

1. After ……………… of study, I became a doctor.

2. Not long after, I asked my ………………, Mary, to marry me.

3. Lemuel, she ……………., I would be very happy to marry you.

4. ……………, we had children a boy and girl.

5. They ………… great joy

6. I ……………… being a doctor for the first few years

7. But then i became ………….., and ideas of travel …………. my mind.

8. I ………………... wandering to far off places and seeing wonderful new things

9. Mary i said ……….

10. I need more ……………… In my life

11. The captain of ………. About to sail has ………. Me a job as he ship's doctor

12. Oh ………, Marry replied.

13. The children and I will …………. Very much, and I will ………. about you.

14. When will you …………….

15. I don't know ……………. the journey will take, I told her.

16. But I promise I will ………….

17. And ……………….., i will tell you and the children all about my adventures.

APPENDICES 4

Lesson Plan

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Satuan pendidikan	: SMK MUHAMMADIYAH Parepare
Mata pelajaran	: Bahasa Inggris
Materi pokok	: Listening comprehension
Kelas/semester	: X / 1
Alokasi Waktu	: 4 X 35 menit
Pertemuan	: 1-4 pertemuan

A. KOMPETENSI INTI

1. Menghayati dan mengamalkan ajaran agama yang dianutnya

2. Menghayati dan mengamalkan prilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, toleransi,damai) , santun, responsive dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam beriteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia

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

4. Mengolah, menalar, dan menyaji dalam ranah konkret dan abstrak terkait dengan pengembangan dari yang dipeljarinya di sekolah secara mandiri, dan mampu menggunakan metode sesuai kaidah keiluan.

B. KOMPETENSI DASAR DAN INDIKATOR

NO	Kompetensi Dasar	Indikator Pencapaian Kompetensi
1	2.1 Menunjukkan perilaku jujur, disiplin, tanggung jawab, dalam mengisi teks dan menggunakan aplikasi cake	1. Siswa dapat menunjukkan perilaku jujur, dalam mengisi teks dan menggunakan aplikasi 2. Siswa dapat menunjukkan perilaku disiplin, dalam mengisi teks dan menggunakan aplikasi 3. Siswa dapat menunjukkan perilaku tanggung jawab, dalam mengisi teks dan menggunakan aplikasi
2	3.3 Menerapkan fungsi social, struktur teks, dan unsur kebahasan teks yang terdapat pada teks listening dengan adaya interaksi yang melibatkan siswa secara lisan dan tulis dengan menggunakan aplikasi cake	1. Siswa menerapkan fungsi social, yang terdapat pada teks listening dengan adanya interaksi yang melibatkan siswa secara lisan dan tulis dengan menggunakan aplikasi cake. 2. Menerapkan struktur teks, yang terdapat pada teks listening dengan adaya interaksi yang melibatkan siswa secara lisan dan tulis dengan menggunakan aplikasi cake aplikasi cake. 3. Menerapkan unsur kebahasan teks yang

			terdapat pada teks listening dengan adaya interaksi yang melibatkan siswa secara lisan dan tulis dengan menggunakan aplikasi cake
3	4.3 Mengisi teks kalimat yang di bagikan yang melibatkan siswa menggunakan aplikasi cake		1. Siswa dapat mengisi teks kalimat berdasarkan hasil video yang telah mereka lihat di aplikasi cake. 2. Siswa terlibat dalam menggunakan aplikasi cake khususnya pada materi what are you going to do today

C. TUJUAN PEMBELAJARAN

1. Siswa dapat menunjukkan perilaku jujur, disiplin, tanggung jawab, dalam mengisi teks dan menggunakan aplikasi cake.

2. Siswa dapat menerapkan fungsi social, struktur teks, dan unsur kebahasan teks yang terdapat pada teks listening dengan adaya interaksi yang melibatkan siswa secara lisan dan tulis dengan menggunakan aplikasi cake.

3. Siswa dapat mengisi teks kalimat yang di bagikan yang melibatkan siswa menggunakan aplikasi cake.

D. MATERI PEMBELAJARAN

Listening Comprehension

E. METODE PEMBELAJARAN

Materi pembelajaran : Memberikan teks listening dengan menggunakan aplikasi cake

F. TEHNIK PEMBELAJARAN

Menggunakan aplikasi cake.

Langkah-Langkah Kegiatan Pembelajaran :

Pertemuan 1

No	Kegiatan Guru	Kegiatan Siswa	Alokasi Waktu
1	**Kegiatan Awal:** • Mengucapkan salam pembuka dan menanyakan kabar ''How are you''? • Memperkenallkan diri pada siswa Siswa diberi kesempatan untuk bertanya • Menyanyakan kehadiran peserta didik ''Who absent today?''	• Menjawab salam dan menyatakan kabar ''I'am Fine''. • Peserta didik berhak menanyakan hal apa saja yang terkait dengan identias guru • Menyebutkan nama peserta didik yang tidak hadir	10 menit
2	**Kegiatan Inti:** • Menjelaskan peserta didik tentang materi terkait listening comprehension. • Memperkenalkan kepada peserta didik	• Menyimak dan memperhatikan guru. • Menyakan hal-hal yang kurang	35 menit

	salah satu aplikasi pembelajaran yang dapat digunakan untuk meningkatkan pemahaman listening (Improving listening comprehension) • Mengarahkan peserta didik untuk menggunakan aplikasi cake dan melihat salah satu video yang terdapat di aplikasi cake yang terkait dengan materi listening comprehension " Guide to Lombok".	dipahami terkait listening. • Siswa dapat menanyakan tentang bagaimana penggunaan aplikasi cake • Siswa terlibat dalam proses pembelajaran dalam menggunakan aplikasi cake dan menonton video serta menjawab tes yang telah di berikan	
3	**Kegiatan Penutup:** • Menutup pelajaran dan mengucapkan salam dan memberikan motivasi kepada siswa.	• Menjawab salam	**5 menit**

Pertemuan 2

No	Kegiatan Guru	Kegiatan Siswa	Alokasi Waktu
1	**Kegiatan Awal:** • Mengucapkan salam pembuka dan menanyakan kabar ''How are you''? kepada siswa • Menyanyakan kehadiran peserta didik ''Who absent today?''	• Menjawab salam dan menyatakan kabar ''I'am Fine''. • Menyebutkan nama peserta didik yang tidak hadir	**10 menit**
2	**Kegiatan Inti:** • Melanjutkan penjelasan materi terkait listening comprehension. • Mengarahkan peserta didik untuk menggunakan aplikasi cake dan melihat salah satu video secara hati-hati dan teliti yang terdapat pada aplikasi cake yang terkait dengan materi listening comprehension selama	• Menyimak dan memperhatikan guru. • Menyakan hal-hal yang kurang dipahami terkait listening. • Siswa terlibat dalam proses pembelajaran dalam menggunakan	**35 menit**

		aplikasi cake dan menonton video serta menjawab tes yang di berikan	
	2 menit " Travel Guide Portland".		
3	**Kegiatan Penutup:** • Menutup pelajaran dan mengucapkan salam dan memberikan motivasi kepada siswa.	• Menjawab salam	**5 menit**

Pertemuan 3

No	Kegiatan Guru	Kegiatan Siswa	Alokasi Waktu
1	**Kegiatan Awal:** • Mengucapkan salam pembuka dan menanyakan kabar ''How are you''? kepada siswa • Menyanyakan kehadiran peserta didik ''Who absent today?''	• Menjawab salam dan menyatakan kabar ''I'am Fine''. • Menyebutkan nama peserta didik yang tidak hadir	**10 menit**
2	**Kegiatan Inti:** • Melanjutkan penjelasan materi terkait listening comprehension. • Mengarahkan peserta didik untuk menggunakan aplikasi cake dan melihat salah satu video secara hati-hati dan teliti yang terdapat pada aplikasi cake yang terkait dengan materi listening comprehension selama	• Menyimak dan memperhatikan guru. • Menyakan hal-hal yang kurang dipahami terkait listening. • Siswa terlibat dalam proses pembelajaran dalam menggunakan	**35 menit**

	2 menit " Holiday Talk"	aplikasi cake dan menonton video serta menjawab tes yang di berikan	
3	**Kegiatan Penutup:** • Menutup pelajaran dan mengucapkan salam dan memberikan motivasi kepada siswa.	• Menjawab salam	**5 menit**

Pertemuan 4

No	Kegiatan Guru	Kegiatan Siswa	Alokasi Waktu
1	**Kegiatan Awal:** • Mengucapkan salam pembuka dan menanyakan kabar ''How are you''? kepada siswa • Menyanyakan kehadiran peserta didik ''Who absent today?''	• Menjawab salam dan menyatakan kabar ''I'am Fine''. • Menyebutkan nama peserta didik yang tidak hadir	**10 menit**
2	**Kegiatan Inti:** • Melanjutkan penjelasan materi terkait listening comprehension. • Mengarahkan peserta didik untuk menggunakan aplikasi cake dan melihat salah satu video secara hati-hati dan teliti yang terdapat pada aplikasi cake yang terkait dengan materi listening	• Menyimak dan memperhatikan guru. • Menyakan hal-hal yang kurang dipahami terkait listening. • Siswa terlibat dalam proses pembelajaran dalam menggunakan	**35 menit**

	comprehension selama 2 menit " Indian Trains	aplikasi cake dan menonton video serta menjawab tes yang di berikan	
3	**Kegiatan Penutup:** • Menutup pelajaran dan mengucapkan salam dan memberikan motivasi kepada siswa.	• Menjawab salam	**5 menit**

G. PENILAIAN :

a. Teknik : Tes Tulis

b.   Bentuk : Tulisan

c.   Instrumen : Listening Test

H. PEDOAN PENILAIAN

Skor maksimal : 100

$$NA = \frac{skor\ penilaian}{skor\ maksimal}\ X\ 100$$

Parepare, 28 September 2021

Mengetahui

The Writer

Nur Fajriyani Hikmah Hasyim

Nim. 17.1300.002

APPENDICES 5
The Student's Pre-test

Nilai

42

A. Listening Test

Hari/Tanggal : Rabu, 29 September 2021
Waktu : 08.48
Sekolah : SMK Muhammadiyah
Nama : Ebing
Kelas : X . TKJ

Tulislah jawaban yang tepat pada teks yang kosong di bawah ini!

1. Son in ...*skrim tkrai*... set sail on the Antelope from Bristol. ✗
2. That city is a ...*are nor*... and very old port in the Southwest of England. ✗
3. From the dock, marry ...*under*... "Good bye and please be careful! Come back to us soon! ✗
4. The children ...*ext mirtme*... and I waved back. ✗
5. The captain was a good man and had...*sodal*... a great deal. ✗
6. Welcome ...*abord*..., Doctor Gulliver, he said. ✓
7. First we will be sailing down the ...*Atlatic otean*... and around the coast of Africa. ✓
8. Then we will sail ...*Filly*... The Indian Ocean to the South Seas. ✗
9. Our ...*Journy*... went well until one morning, somewhere near Tasmania in the South Pacific Ocean. ✓
10. I don't like the .... those clouds, the captain said. ✗
11. I think a ...*storm*... is coming. ²
12. ...*within*... an hour, a violent storm began. ✓

Nilai

25

A. Listening Test

Hari/Tanggal :

Nilai
25

A. Listening Test

PAREPARE

Nilai
33

A. Listening Test

Hari/Tanggal : 29 - 09 - 2021

Waktu : 08:49

A. Listening Test

Hari/Tanggal   : 29 - 9 - 2021

Nilai
66

Nilai
33

A. Listening Test

Hari/Tanggal   : 29.09.2021

Waktu   : 08.49

Nilai
42

A. Listening Test

Hari/Tanggal   : Rabu, 29 September 2021

Waktu

Nilai
25

A. Listening Test

Hari/Tanggal : Rabu/ 29-09-2021

Waktu : 08.48

Nilai
50

A. Listening Test

Hari/Tanggal   : Rabu 29 September 2021

Waktu   : 8.50

Nilai
33

A. Listening Test

Hari/Tanggal   : rabu, 29 September 2021

Waktu   : 08 : 50

Sekolah   : smk muhammadiyah pare pare

APPENDICES 6
The Student's Post-test

Nilai
52

B. Listening Test

Hari/Tanggal : Jum'at / 15 Oktober 2021

Waktu : 14.41

Sekolah : SMK Muhammadiyah

Nama : Ebim < 0832 0852 5633 01

Kelas : X.TKS < 0852 5633 0779

Hp. 0852 5633 0779

Tulislah jawaban yang tepat pada teks yang kosong di bawah ini!

1. After ......Several years of study, I became a doctor. ✓
2. Not long after, I asked my ...at studens., Mary, to marry me. ✗
3. Lemuel, she ...haywakap, I would be very happy to marry you. ✗
4. ..by for love we had children a boy and girl ✗
5. They ...go wesn great joy ✓
6. I enjoyed .... being a doctor for the first few years ✓
7. But then i became ....buek, and ideas of travel ..xxlomay my mind. ✗
8. I imagine........... wandering to far off places and seeing wonderful new things ✓
9. Mary i said ...sadaly ✓
10. I need more ...let wem my love. In my life ✗
11. The captain of ..ship... About to sail has offend... Me a job as he ship's doctor ✓
12. Oh ...dear, Marry replied. ✓
13. The children and I will ...meryou. Very much, and I will ..yiyakan. about you. ✗
14. When will you ..you ken balback ✗
15. I don't know ...holan..... the journey will take, I told her. ✗
16. But I promise I will ..return ✓
17. And ...wen i dorfa..., i will tell you and the children all about my adventures. ✓

Nilai
76

B. Listening Test

Hari/Tanggal : 15 okt

Waktu : 14:45

Sekolah : SMK muhammadiyah

Nama : GHESY

Kelas : x

Tulislah jawaban yang tepat pada teks yang kosong di bawah ini!

1. After _Several years_ of study, I became a doctor.

2. Not long after, I asked my _sweet honey_, Mary, to marry me.

3. Lemuel, she _replied_, I would be very happy to marry you.

4. _before long_ we had children a boy and girl.

5. They _gives_ great joy

6. I am _enjoying_ being a doctor for the first few years

7. But then i became _born_, and ideas of travel _fill_ my mind.

8. I _imagine_ wandering to far off places and seeing wonderful new things

9. Mary i said _one day_

10. I need more _____ In my life

11. The captain of _ship_ About to sail has _offered_ Me a job as he ship's doctor

12. Oh _dear_, Marry replied.

13. The children and I will _miss you_ Very much, and I will _worry_ about you.

14. When will you _comeback_

15. I don't know _how long_ the journey will take, I told her.

16. But I promise I will _Return_

17. And _when I do_, i will tell you and the children all about my adventures.

Nilai
94

B. Listening Test

Hari/Tanggal : Jum'at 15,10,2021

Waktu : 19,50

Sekolah : Smk muhammadiyah

Nama : muh. Fachri ismail

Kelas : X.tkj

Nilai
64

B. Listening Test

Hari/Tanggal   : ѕɔм 15-1ᴼ-2021

Waktu   : 14.50

Sekolah   : SMK muhammadiyah

Nama   : MUH ALFI

Kelas   : X (TKJ)

Tulislah jawaban yang tepat pada teks yang kosong di bawah ini!

Nilai
76

B. Listening Test

Hari/Tanggal   : 15-10-2021

Waktu   : 14:50

Sekolah   : SMk muhammadiyah

Nama   : Muhammad Said

Kelas   : X Tkj

Tulislah jawaban yang tepat pada teks yang kosong di bawah ini!

Nilai
58

B. Listening Test

Hari/Tanggal : Jum'at 15.11.2021

Waktu : 14.41

Sekolah : Smk muhammadiyah

Nama : Nadia khairunnisa

Kelas : X (TKJ)   (088 755 423 58)

Tulislah jawaban yang tepat pada teks yang kosong dibawah ini

Nilai
76

B. Listening Test

Hari/Tanggal : Jumat, 15 okt 2021

Waktu : 14.41

Sekolah : SMK Muhammadiyah Pare-Pare

Nama : Nur Alya Savi Parassa

Kelas : X. TEJ

Nilai
88

B. Listening Test

Hari/Tanggal	: Jum'at / 15 /okt / 2021
Waktu	: 19 .45
Sekolah	: Muhammadiyyah pare²
Nama	: Redu
Kelas	: X /

Nilai
64

B. Listening Test

Hari/Tanggal : Jum'at tggl, 5, ~~221~~ Oktober,2021

Waktu :

Sekolah : Sk Smk Muhamadlya

Nama : Muh. Riswan

Kelas : X Taj

Tulislah jawaban yang tepat pada teks yang kosong di bawah ini!

Nilai
52

B. Listening Test

Hari/Tanggal : Jum'at, 15 oktober 2021

Waktu : 19,91

Sekolah : Smk muhamadiyah pare pare

Nama : nur aisra

Kelas : x TKJ

Tulislah jawaban yang tepat pada teks yang kosong di bawah ini!

APPENDICES 7
Documentation

XXXVIII

SURAT KEPUTUSAN
DEKAN FAKULTAS TARBIYAH
NOMOR : 2250 TAHUN 2020
TENTANG
PENETAPAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH
INSTITUT AGAMA ISLAM NEGERI PAREPARE

DEKAN FAKULTAS TARBIYAH

Menimbang : a. Bahwa untuk menjamin kualitas skripsi mahasiswa Fakultas Tarbiyah IAIN Parepare, maka dipandang perlu penetapan pembimbing skripsi mahasiswa tahun 2020;

b. Bahwa yang tersebut namanya dalam surat keputusan ini dipandang cakap dan

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBIYAH

Alamat : Jl. Amal Bakti No. 08 Soreang Parepare 91132 ☎ 0421) 21307 Fax 24404
PO Box 909 Parepare 91100, website: www.iainpare.ac.id, email: mail@iainpare.ac.id

Nomor   : B.2983/In.39.5.1/PP.00.9/09/2021
Lampiran : 1 Bundel Proposal Penelitian
H a l   : Permohonan Rekomendasi Izin Penelitian

PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENDIDIKAN
CABANG DINAS PENDIDIKAN WILAYAH VIII
BARRU, PAREPARE, SIDRAP
Jalan Jenderal Sudirman No. 123 Parepare, Kode Pos 91125
Telpon. 081342561901/08114111132 email: cabdiswil8@gmail.com

MAJELIS PENDIDIKAN DASAR DAN MENENGAH
PIMPINAN WILAYAH MUHAMMADIYAH SULAWESI SELATAN
UPT SMKS MUHAMMADIYAH PAREPARE

Sk Pendirian : 117/Kep/106/H/89
Tgl Berdiri : 10/07/1989
Alamat : Jl. Muhammadiyah No. 8
Telp./Fax : (0421) 28011 Parepare 91131
Propinsi : Sulawesi Selatan

NPSN : 40307701   NSS : 3416103002
Status : **AKREDITASI " B "**
Email : smkmumparbisa@gmail.com
Website : www.smkmumpar.sch.id
Twitter : @smkmumpar

Bismillaahirrahmaanirrahiim

SURAT KETERANGAN
Nomor : 080/KET/III.4.AU/F/2021

Yang bertand

CURRICULUM VITAE

Nur Fajriyani Hikmah Hasyim, the writer was born Parepare, 08th July 1999 West Sulawesi. She is the first child from her family. Her father's name is Hasim and her mother's name is Bungaria. She is a student of English Education Department in Faculty of Tarbiyah at State Islamic Institute (IAIN) Parepare. Her education background, she began her study on 2004-2005 at RA UMDI Al-Ikhsan Parepare, and continued her study at SD Negeri 22 Parepare. Continued her study at Madrasah Tsanawiyah Parepare then continued her study SMK 3 Parepare. Then continued her study at State Islamic Collage of Parepare which switched status in to State Islamic Institute of Parepare, Faculty of Tarbiyah English Education Department and completed her study with the tittle " The Use of Cake Application to Improve Student's Listening Comprehension at the First Grade of Smk Muhammadyah Parepare.