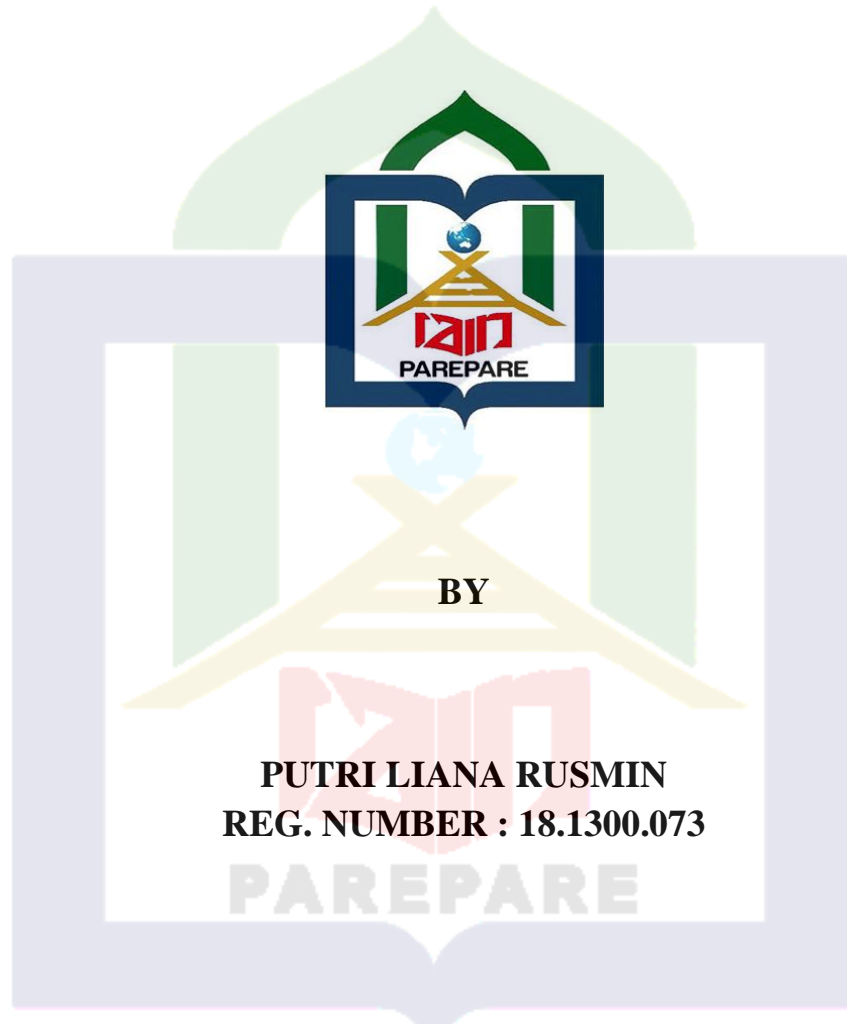**A THESIS**

IMPROVING STUDENTS' LISTENING SKILL BY USING U-DICTIONARY FOR NINTH GRADE OF SMP NEGERI 3 BARANTI KAB. SIDRAP

BY

PUTRI LIANA RUSMIN
REG. NUMBER : 18.1300.073

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

2023

A THESIS

IMPROVING STUDENTS' LISTENING SKILL BY USING U-DICTIONARY FOR NINTH GADE OF SMP NEGERI 3 BARANTI KAB. SIDRAP

BY

PUTRI LIANA RUSMIN
REG.NUM . 18.1300.073

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

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

2023

IMPROVING STUDENTS' LISTENING SKILL BY USING U-DICTIONARY FOR NINTH GRADE OF SMP NEGERI 3 BARANTI KAB. SIDRAP

A THESIS

As Partial Fulfillment oh the Requirement for the Degree of

Sarjana Pendidikan (S.Pd)

English Education Program

Submitted by :

PUTRI LIANA RUSMIN
18.1300.073

to

ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE
PAREPARE

2023

iii

ENDORSEMENT OF CONSULTANT COMMISSIONS

The Title of Thesis : Improving Students' Listening Skill by Using U-Dictionary for Ninth Grade of SMP Negeri 3 Baranti Kab. Sidrap

Name of Student : Putri Liana Rusmin

Student Reg. Number : 18.1300.073

Study Program : English Program

Faculty : Tarbiyah

By Virtue of Consultant Degree : SK The Dean of Tarbiyah Faculty No. B. 3101//In.395/PP.00.05/10/2021

Approved by

Consultant Commissions

Consultant : Drs. Ismail Latief, M.M (..........................)

NIP : 19631207 198703 1 003

Co-consultant : Humaeroah, M.Pd. (..........................)

NIDN : 2021089101

Cognizant of :

Tarbiyah Faculty,
Dean,

Dr. Zulfah, M.Pd.
NIP. 19830420 200801 2 010

iv

ENDORSEMENT OF EXAMINER COMMISSIONS

The Title of Thesis
: Improving Students' Listening Skill by Using U-Dictionary for Ninth Grade of SMP Negeri 3 Baranti Kab. Sidrap

Name of the Student
: Putri Liana Rusmin

Student Reg. Number
: 18.1300.073

Faculty
: Tarbiyah

Study Program
: English Education

By Virtue of Consultant Degree
: SK The Dean of Tarbiyah Faculty No.B3101/In.395/PP.00.05/10/2021

Date of Graduation
: February 13th 2023

Approved by Examiner Commissions

Drs. Ismail Latief, M.M.   (Chairman)   (. ....)

Humaeroah, M.Pd.   (Secretary)   (. ....)

Dr. H. Ambo Dalle, S.Ag., M.Pd.   (Member)   (. ....)

Kalsum, M.Pd.   (Member)   (. ....)

Cognizant of :

Tarbiyah Faculty,
Dean

Dr. Zulfah, M.Pd.
NIP.19830420 200801 2 010

v

ACKNOWLEDMENT

بسم الله الرحمن الرحيم

الْحَمْدُ للهِ رَبِّ الْعَالَمِيْنَ وَالصَّلَاةُ وَالسَّلَامُ عَلَى أَشْرَفِ اْلأَنْبِيَاءِ
وَالْمُرْسَلِيْنَ وَعَلَى آلِهِ وَصَحْبِهِ أَجْمَعِيْنَ أَمَّا بَعْد
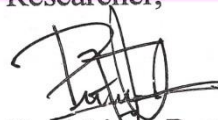
Alhamdulillahi Rabbil 'Alamin, Praise is merely to the Almighty Allah SWT. Give thanks for God's love and grace for us, the most gracious, the most merciful, the lord of the universe and the master of the judgment, the king of the kings, who has given his bless and salvation to the writer for finishing this Thesis entitled: Improving students' Listening Skill by Using U-Dictionary for Ninth Grade of SMP Negeri 3 Baranti Kab. Sidrap. Shalawat and salam always be given to our prophet Muhammad saw. (Peace is upon him) a person that becomes a leader, the best example for us, who has been guided us from uneducated person to be educated person or the other words from the bad character to the good one.

The thesis not merely the writer own work because of having greatly improved by some great people around the writer who suggested and giuded by giving comments and advise to make it better. The writer spen a lot of time writing this paper. She expects that it will usefull information and give new knowledgefor anyone who reads it. During the period of conducting the research and writing this paper, the writer got many valuable contribution from a number of people in order to complete it. Therefore, the writer would be like to express her sincare thanks and appreciation to:

1. The writer's beloved parents (Rusmin and Nursam) for their greet love, attention, trust and pray.

2. The writer's deeps appreciation is extended to writer's first consultant Drs. Ismail Latief, M.M. and the second consultant Humaeroah, M.Pd. for theur guidance and encouragement during the research.

3. Dr. Hannani, M.Ag. as the Rector of IAIN Parepare who has worked hard to manage education of IAIN Parepare.

4. Dr. Zulfah, M.Pd as the Dean of Tarbiyah in IAIN Parepare, who has arranged a positive edutation for students in faculty of Tarbiyah.

5. Dr. Arqam, M.Pd as the Chairman of English Education Program in IAIN Parepare who has given him motivation, guidance and suggestion that veru helpful to complete the Thesis. Thank you for your good advice and valuable input.

6. All the lecturers of English Education and Tarbiyah Faculty, and all the staff of IAIN Parepare thank you for your time, knowledge, advice and motivation that you have given to the writer since she is studying in this great campus.

Finally, the researcher also would like to say big thanks to all her amazing friends, and awesome people that researcher cannot mention the names that have helped and supported her sincerely, the researcher hopes that this Thesis can be useful for us and become a reference the next research

Parepare, 9th Januari 2023
Researcher,

Putri Liana Rusmin
Reg. Number : 18.1300.073

DECLARATION OF THE RESEARCH AUTHENTICITY

The researcher who signed the declaration below :

Name   : Putri Liana Rusmin

Reg. Number   : 18.1300.073

Place and Date of Birth : Simae Sidrap, 21 January 2000

Study Program   : English Education

Faculty   : Tarbiyah

Title of skripsi   :Improving Students' Listening Skill by Using U-Dictionary for Ninth Grade of SMP Negeri 3 Baranti Kab. Sidrap

Stated this thesis her own writing, and if it can be proved that is copied, duplicated or complied by other people, this thesis and degree that has been gotten would be postponed.

Parepare, 9th January 2023

Researcher

Putri Liana Rusmin

Reg.Number : 18.1300.073

ABSTRACT

Putri Liana Rusmin. *Improving Students' Listening Skill by Using U-Dictionary for Ninth Grade of SMP Negeri 3 Baranti Kab. Sidrap* (Supervised by Ismail Latief and Humaeroah).

This study aims to determine the use of U-Dictionary for improve students' listening skill at SMP Negeri 3 Baranti Kab.Sidrap. The objective of this research is to get the emprical data of differences between students' score listening test who were taught by using U-Dictionary and to know how U-Dictionary in teaching listening. The population of this research consist 34 students and the sample of the research IX.1 class that consist of 16 students.

The research method used in this research was pre-experimental with one group design. The data was collected through pre-test and post-test. It aimed to know whether U-Dictionary in teaching listening can improve students' listening skill.
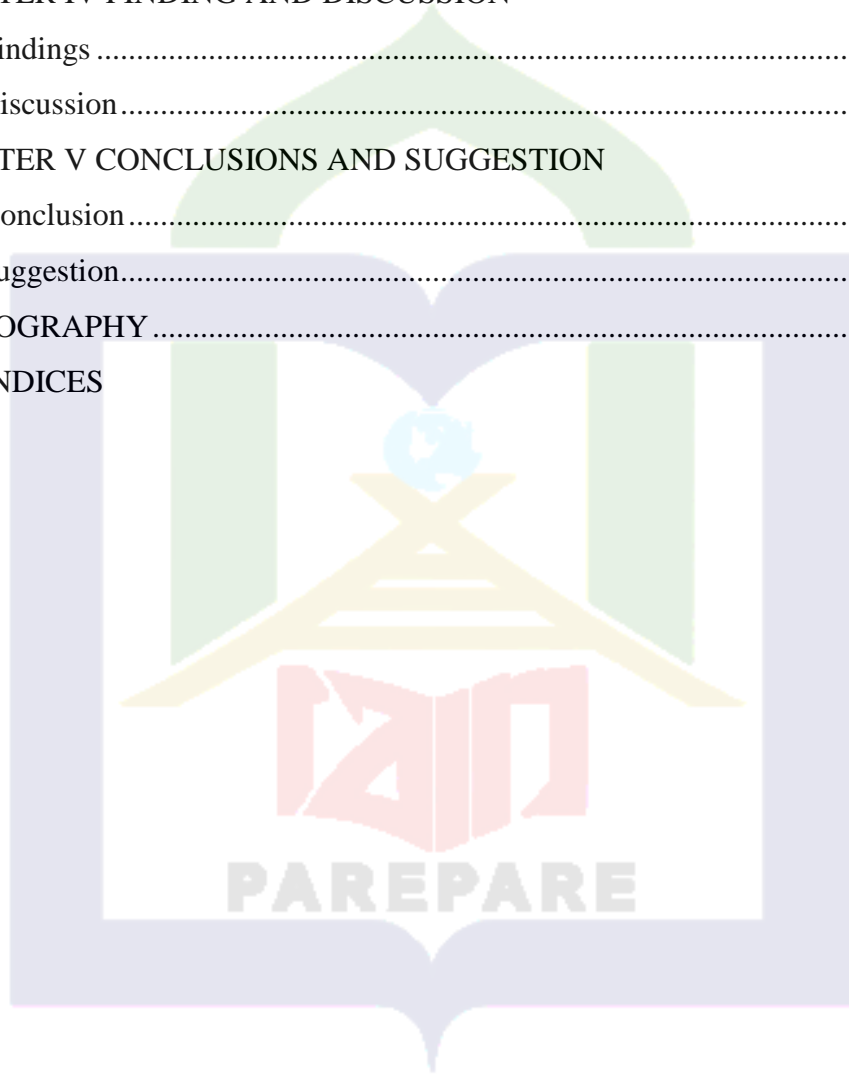
Based calculation, the result of data analysis by using t-test showed the value of t-test (to) was higher than t-table (tt) , to> tt = 2.17>1.753. In significant degree of 0.05 (5%). As the statistical hypotheses show, if t-test > t-table in significant degree of 0.05 (5%), It means that U-Dictionary (Ha) is accepted and the Null Hypotheses (Ho) is rejected . In conclusion U-Dictionary is able in teaching listening.

Keywords: Improve, Listening Skill, U-Dictionary

TABLE OF CONTENT

LIST OF TABLES

LIST OF APPENDICES

Number of Appendix	The Tittle of Appendices
1	How to use u-dictionary (with pictures)
2	Instrument of the pre-test and post-test
3	Key answer of pre-test and post-test
4	Treatment
5	The result of students' pre-test and post-test
6	The distribution table of critical value-t
7	Lesson plan
8	Documentation
9	Recommendation letter from iain parepare
10	Recommendation letter from dinas penanaman modal dan pelayanan terpadu satu pintu
11	Letter of research completing
12	Curriculum vitae

CHAPTER I

INTRODUCTION

A.   Background

Learning english is very important nowdays as it is global languages. Most people use this language to symbolize, thoughts, desires and beliefs in communication. In this context, english is very important for students to teach and learn from the beginning[1]

There are four skills in learning english, they are listening, speaking, reading, and writing. Listening is one of the important skills that students must learn in learning a language English, but learning to be good at listening is not as easy as it seems. This cannot be separated from the influence of listening in building students' vocabulary and increasing language use. Listening has the potential to develop students' pronunciation, word stress, and mastery of syntax. it also contributes to language skills and proficiency. In addition, students' listening facilities get 45% of the total language competence Listening plays an crucial role in mastering English.[2]

The improvement of listening has caught the attention of many English teachers in several countries. normally, listening is taken into consideration to be the most effective procedure of accepting spoken language and additionally listening are taken into consideration the easiest talents to grasp because it only takes a short time than others abilties particularly speakme, writing and studying. The procedure of listening within the mother tongue (language) is one of the factors that help this belief because listening the system within the mom tongue looks smooth and brief. In truth,

---

[1] Donugnue Mildred R, *The Child and the English Language* Art (United State of America: Wm. C. Brown Company Publisher, 1972), p. 4.

[2] Ron Iwankovitsch, The Importance of Listening, *Language Arts Journal of Michigan*, 17, 2001, p.5

this notion isn't always real at all, as stated through Ghasemboland and Nafissi "a complex cognitive processes require a variety of effort mainly inside the second part andoverseas language studying system."[3]

And also technology is very useful for educational activities. Teachers and students can use technology to develop ideas in teaching and learning activities. The advent of technological tools has "offered new opportunities for independent learning" (Godwin Jones, 2011).[4]

The world of adult education is entering the media era, where learning activities require less chat and are replaced by multimedia activities. In addition, for today's learning activities, in order to emphasize active learning processes and skills, hope that the role of learning media becomes increasingly important. Nurseto (2011: 20)[5]

This statement is reinforced by Hadibin (2013: 1) who states that teaching materials are tools that function to explain some learning programs that are difficult to explain orally. Learning materials are simpler and clearer in the use of learning media.[6]

According to Hwang (2014), there are a number of factors that contribute to a lack of training in speaking and listening: lack of trust in teachers or examples of proficient English speakers, a lack of context about English that can help improve speaking and listening skills, and an excessive reliance on traditional teaching methods.

Additionally, Hwang (2014) explains the significance of cultural factors.

---

[3] Farimah Ghasemboland and Zohrer Nafissi, The Effects of Using English Captions on Iranian EFL Students" *Listening Comprehension, Procedia – Social and Behavioral Sciences*, 64, 2012, p. 106.

[4] Godwin-Jones, R. (2011). Emerging Technologies: Autonomous Language Learning. Language Learning & Technology, 15(3), p. 4-11.

[5] Nurseto, Tejo. 2011. Membuat Media Pembelajaran yang Menarik. Journal Ekonomy & Pendidikan, volume 8 Nomor 1.

[6] Hadibin, M. M., B.E. Purnama., & Kristiano. 2013. Pembangunan Media Pembelajaran Teknik Komputer Jaringan Kelas X Semester Ganjil pada Sekolah Menengah Kejuruan Taruna Bangsa Pati Berbasis Multimedia Interaktif. *Indonesia Jurnal on Computer Science*.

Although Asian students are thought to be capable of performing well in public, they actually experience stress from situations that make them feel alone and anxious, which prevents them from participating in class discussions. As a result, when learning English, students are more likely to engage in reading and writing activities and avoid social situations. As a result, learning English becomes less interesting and students become less motivated to learn. The classroom learning process that continues to employ conventional language and sound-based media are among the factors that discourage interest. Students find learning methods to be repetitive and uninteresting, and listening to voices in class is less effective.[7]

Furthermore, compared to learning to read, write and speak, which can be learned both at home and at school with the help of textbooks, students do not have listening ma/terial and do not have the opportunity to study listening material outside of school. Lack of interest is one of the factors that affect student learning. It is known from field observations that some students' hearing test results do not meet the KKM. KKM or minimum standards are learning information criteria set by the education unit. Next to science and technology, there is a balance of skills.

Meanwhile, according to Miangah and Nezarat (2012), mobile technology is increasing and permeating all aspects of life, therefore it plays an important role in learning various dimensions of knowledge including learning media in front of their computers or gadgets online or offline. On the other hand, mobile learning, also known as m-learning, gives students the chance to learn on the bus, outside, or at work. In fact, they can study anytime, anywhere. From here learning through learning media will be implemented immediately, so that in conclusion, through the learning method, students can use their gadgets to access subjects anytime, anywhere.[8]

---

[7] Hwang, W-Y.Huang, Y-M., Shadiev, R., Wu, S-Y., & Chen, S-L. 2014. Effects of Using Mobile Devices on English listening Diversity and Speaking forEFL Elementary Students. *Australasian Journal of EducationalTechnology 30* (5), p. 503-516.

[8] Miangah, T.M., and Amin, N. 2012 Mobile Asisted Language Learning. *International Journal of Distributed Paraller System (3) 1.*

The researcher believes that the implementation of U-Dictionary should be used to improve students' listening skills for their learning needs based on the preceding explanation. The application of U-Dictionary in the students' listening class, according to the researcher, will improve students' listening abilities.

B.　　Research Question

Considered the background above, the researcher formulates the problem as follows:

Is U-Dictionary able to improve students' listening skill at ninth grade of SMP Negeri 3 Baranti Kab. Sidrap?

C.　　The Objective of Research

Based on the statement above, the objective of the research is:

To find out U-Dictionary isable to improve students' listening skill at ninth grade of SMP Negeri 3 Baranti Kab. Sidrap.

D.　　Significant of the Research

1. The instructor will be provided with information regarding how using U-Dictionary can enhance students' listening abilities and serve as an effective classroom strategy.

2. The use of U-Dictionary as a medium to enhance students' listening skills motivates them to participate in the listening activity.

3. By carrying out this study, it will assist and inspire any subsequent researchers who are required to carry out a study, as well as have a positive impact on the quality of the study's efforts to improve students' listening comprehension using U-Dictionary.

REVIEW OF RELATED LITERATURE

A.   Previous Related Research Finding

Based on the topic of the research, the researcher found some previous studies that are closely related to this research, namely:

1. Dewi The study, titled "The Use of a U-Dictionary as a Learning Media to Increase Students' Vocabulary in Teaching Speaking," was carried out by Dewi Wulandari and Cici Handayani. "Based on the field's use of the descriptive method, this research describes the object's situation. Planning, carrying out, observing, and reflecting are all included. The researcher conducted research on SMA Negri 1 Sei Kepayang from July 13 to August 24, 2019, and discovered that students' vocabulary had improved as a result of using U-Dictionary as a means of learning English, particularly vocabulary.[1]

2. Amir Reza Nemat Tabrizi and Muhammad Bagheri Fard in their research entitled "The Impact of the Use of Cell References on the Occupation of Men and Women Spelling of Iranian Female EFL Students." This exploration examines the impact of utilize mobile word reference to work in men's and women's Iranian secondary schools EFL student spelling. Scientists use a semi exploratory strategy; information collected through pretest and posttest. Examination of scores using the t-test was revealed that exploratory encounters increase in exams. The results are revealed that utilizing mobile word reference decisively influences the further

---

[1] Dewi w., & Cici H. " The Use U-Dictionary as a Learning Media to Increase The Students' Vocabulary in Teaching Speaking ". (Universitas Asahan, 2019).

development of EFL students spelling. These results suggest that treatment further developed male and female EFL student spelling.[2]

3. M. Akmalun Nizam Zam and Suciati directed research named "Getting to the next level Understudy's Elocution By Involving U Word reference Application In TBI-C'18 IAIN Kudus". This examination intends to work on the English way to express English schooling understudies C'18 IAIN Kudus. The specialist utilizes exploratory examination furthermore, pre and post tests as a medium. The aftereffect of the exploration influences the improvement of understudies in articulating words. Furthermore, the thing that matters is the improvement expertise; the past examination work on the jargon.[3]

The similarity between previous and present experimental research is using a cell phone dictionary as media, using experimental as the method, and the result of the research improved. The difference is the subject of the research and improvement skills. The sample of previous research was students of senior high school, Iranian EFL, and students of TBI C'18, while the subject of this research is the students in the nine grade at SMP Negeri 3 Baranti Kab. Sidrap. This application isn't simply used to assess the review results alone, yet there is additionally a Training to further develop listening abilities to various levels and study material additionally accessible there.

B.   Some Pertinent Ideas

1.   **Definition of Listening**

Listening is the first skill and basic skill in learning a new language that beginners should learn. It is a receptive skill which means that beginners learning a

---

[2] Amir Reza Nemat Tabrizi, Mohammad Bagheri Fard. "The Effect of Using Cell Phone Dictionary On Improving Male and Female Iranian EFL Learner's Spelling", *International Journal of English Linguistics* 6, no 6 (November 23, 2016)

[3] M. Akmalun Ni'am Zam Zami Suciati, "Improving Student's Pronunciation by Using U Dictionary Application In TBI-C'18 IAIN Kudus," English Education Department, Tarbiyah Faculty, Institut Agama Islam Neg eri Kudus, Kudus, Indonesia 4 (2020)

language receive new words from what they hear or hear. The ability to receive will affect the ability to produce If they are good listeners; as a result, they will understand and they will also have good mastery of productive skills namely speaking and writing.[4]

There are some definitions given by linguists and the following :

a. According to Brown, listening means verbal or written responses from students that offer accurate (or wrong) auditory processing.[5] To become better listeners, learners must think actively when they listen. Listening is involved in much language learning, both inside and outside the classroom. That improvement in listening will provide the basis for developing other language skills.

b. Nation and Jonathan "Listening is the natural beginning of talking; the early levels of language improvement in one's first language (as well as at the naturalistic acquisition of any other language) are dependent on listening."[6]

c. In step with Lorena Manaj, listening is some other want for language. . The more efficient you are as a listener, the more successful and satisfied you will be. Listening is not just listening: it is a state of acceptance that allows understanding of what is being heard and conveys the listener a full partnership in the communication process.[7]

a.   Definition of listening skills

---

[4] Nurmala Hendrawaty, Loquen English Studies Journal (Vol 12 No 1 (2019): January-June 2019), p. 57.

[5] H Douglas Brown, Language Assessment Principles and Classroom Practice (NY: Pearson Education, 2004), p. 118.

[6] I. S. P. Nation and J. Newton, Teaching ESL/EFL Listening and Speaking (Routledge: New York, 2009), p. 37.

[7] PhD Cand. Lorena Manaj Sadiku, The Importance of Four Skills Reading, Speaking, Writing, Listening in a Lesson Hour (European : Journal of Language and Literature Studies, April 2015), p. 31.

Listening skills are the key to all effective communication. Without the ability to listen well, messages are hard to reach. As a result, communication is lost and the sender of the message can become easily irritated .

There are some definitions given by linguists and the following :

a. Vishwanath Bite defines listening skills as the key to getting an effective message. It is a combination of hearing what the other person has to say as well as psychological engagement with the person speaking.[8]

b. Listening skills are a communication process, according to Johnson (1951) and Hammpleman (1958), while distinguishing terms from recognizing other words.[9]

Based on some of the definitions above, it can be concluded that listening is one of the abilities of every human being that can be seen directly, but not all people in the world are able to listen to English except for those who are native speakers or their first language in English or are involved in many languages. language learning activities, both inside and outside the classroom language and about listening skills are the ability to actively understand the information given by the speaker, and provide interest in the topic discussed. This could also include providing speaker feedback, such as asking pertinent questions; so the speaker understands the message is being understood.

b.   Types of listening skills

 A. According to Brown some types of listening as follow:

1) Intensive Listening for perception of the components (Phonemes, words, intonation, discourse markers, etc) of a larnger stretch of language.

---

[8] Vishwanath Bite, Listening : An Important Skill and Its Various Aspects (The Criterion : An International Journal in English, 2013), p. 1.

[9] Talat Aytan, The Effect of a Listening Education Course on the Listening Behaviors of Prospective Turkish Teachers (Sciedu Press : Department of Turkish Education, College of Education, Yildiz Technical University, Istanbul, Turkey, 2016), p. 254.

2) Responsive Listening to a relatively short stretch of language (a greeting, question, command, comprehension check, etc) in order to make an equally short response.

3) Selective Listening to a Processing stretches of discourse such as short monologues for several minutes in order to "scan" for certain information. The purpose of such performance is not necessarily to look for global or general meanings, but to be able to comprehend designated information in a context of longer stretches of spoken language (such as classroom directions from a teacher, Tv or radio news items, or stories). Assessment tasks in selective listening could ask students, for example, to listen for names, number, a grammatical categories, directions (in a map exercise), or certain facts and events.

4) Extensive Listening to develop a top-down, global understanding of spoken language. Extensive performance ranges from listening to lengthy lectures to listening to a conversation and deriving a comprehensive message or purpose. Listening for the gist, for the main idea, and making inferences are all part of extensive listening.[10]

c.   **Listening processes**

According to I.S.P. Nation and J. Newton some listening processes as follow:

a) Bottom-up Processes These are the processes the listener uses to assemble the message piece-by-piece from the speech stream, going from the parts to the whole. Bottom-up processing involves perceiving and parsing the speech stream at increasingly larger levels beginning with auditory-phonetic, phonemic, syllabic, lexical, syntactic, semantic, propositional, pragmatic and interpretive (Field, 2003: 326).

---

[10] H. Douglas Brown, Language Assessment Principle and Classroom Practices (San Francisco: Longman, 2004), p. 120.

b) Top-down Processes Top-down processes involve the listener in going from the whole their prior knowledge and their content and rhetorical schemata to the parts. In other words, the listener uses what they know of the context of communication to predict what the message will contain, and uses parts of the message to confirm, correct or add to this. The key process here is inferencing.[11]

From the explanation above about the types and processes purpose of the listening is to have social relationships with people around and we can do many things because the conversation has many functions one of which we can mingle with everyone and The purpose of listening performance is not necessarily to look for global or general meanings but to be able to comprehend designated information. Students can improve their listening skills and gain valuable language input through a combination of extensive and intensive listening material and procedures.

d.   Strategies of listening

a. Top-down strategies are listener based. The listener taps into background knowledge of the topic, the situation or context, the type of text, and the language. This background knowledge activates a set of expectations that help the listener to interpret what is heard and anticipate what will come next. Top-down strategies include:

• listening for the main idea

• predicting

• drawing inferences

• summarizing

---

[11] I. S. P. Nation and J. Newton, Teaching ESL/EFL Listening and Speaking (Routledge : New York, 2009), p. 40.

b. Bottom-up strategies are text-based; the listener relies on the language in the message, that is, the combination of sounds, words, and grammar that creates meaning. Bottom-up strategies include:

- listening for specific details

- recognizing cognates

- recognizing word-order patterns.[12]

e.   Technique in teaching listening

Sometimes teacher confused to determine appropriate techniques in teaching listening. This occurs that listening was traditionally seen as a passive process by which the listener receives information sent by a speaker.

Therefore, here by that should make teachers more creative and more challenged to find the right technique. Here are some teaching techniques of listening that the researcher uses. They are:

1) Information Transfer. To apply this technique, the English teacher used 6 pictures as a media.

2) Paraphrasing and Translating. This technique included in post listening activities where students rewrite the listening texts in different words using their own words. Then teacher asked students to read their writing and checked whether was suitable or not to the dialogue they had listened.

3) Answering Questions. This technique included in post listening activities where students answer 5 questions based on the dialogues they had listened from the cassette and then corrected together in class to know the right answer.

---

[12] Vishwanath Bite, Listening : An Important Skill and Its Various Aspects (The Criterion : An International Journal in English, 2013), p. 3.

4) Summarizing. This technique included in post listening activities where students were given several possible summary sentences and asked to say which of them fit a recorded text. In other words, teacher asked the students retell the dialogue based on their own words after they listened to the dialogue on the cassette.

5) Filling in Blanks. This technique included in while listening activities where students were given the transcript of a passage or a dialogue with some words missing and must fill in the blanks while listening.

6) Answering to Show Comprehension of Messages. This technique included in post listening activities where teacher asked the students to give tick or cross to indicate which was the correct answer from the four choices (A, B, C, D) for the questions about monologues they had listened from the cassette.[13]

f.   Factors affecting listening

According Boyle there are three factors that affect listening skill, they are listener factors, speaker factors, and material factors.

 a. The listener

Interesting topic makes the listener's comprehension increases; give topic of listener's interest. A listener who is an active participant in a conversation generally has more understanding of the topic being discussed than a listener who is listening to a conversation on recorded materials. Furthermore, the ability to use negotiation skills, such as asking for clarification, repetition or definition of points that he does not understand, enables a listener to make sense in the incoming information listener factors involve:

1) Knowledge/perform in listening to the target language

---

[13] Hidayah Nor, "The Techniques in Teaching Listening Skill," *Journal on English as a Foreign Language* 4, no. 1 (2015): 43-44.

2) General intelligent

3) Physical and educational

4) Intellectual (powers of analysis and selection and memory of short term and long term, etc)

5) Psychological (motivation and manner while listening, sense of purpose of listeners to the speaker, listener's attention and concentration).

6) Keep the logical sequence of the topic: mentally and maintains a running summary of the speaker's points.

b. The Speaker The speaker factors which he uses language forms up to the extent has an impact in listeners comprehension. The exposure, rate of delivery, may be too fast, too slow, or has too many hesitations needs listener great ability to comprehend.

c. Visual support Learner's ability to interpret visual support, such as video, pictures, diagrams, gestures, facial expressions, and body language, can increase comprehension correctly. This can be done with amount of support provided by gestures, visuals.[14]

2. **Mobile Media (M-Media)**

Media is means of expressing massage and information. When the media brings instructional messages or information that contains learning purposes, it can be called as learning media.Using teaching materials in teaching is very important because a teaching material can help students learn and the existence of teaching materials in the teaching and learning process and Learning will make the learning process more interesting and the subject matter taught will be easier to learn.

---

[14] Boyle, Joseph P. 2015. Factors Affecting Listening Comprehension, English Language Teaching Forum.

understand. Besides that, using learning facilities, the teaching and learning process is more effective and efficient.

Oz (2013: 1032) claims that mobile media recently emerged as a new kind of learning that allows learners to acquire learning material anywhere and at any time using mobile and Internet technology.[15]

Alrasheedi (2014: 212) further claims that M-learning (mobile learning) has so far provided users with unique features which are unlikely to be available on traditional learning platforms and even Mlearning. The first of these features is flexibility in time, place, speed, and space that cannot be had with the, a non-mobile version of a device.[16]

Miangah and Nezarat (2012: 313) listening practice can beconsidered basic level in learning English. With the emergence of a new generation cellular telephones, it is now possible to design multimedia cellular systems for learn listening skills through listening exercises.

Whereas Sahid grouped mastering media as follows:

a. Visual Media: the media that could display data that simply may be visible and read. For example: diagram,poster, cartoon, comic, picture, book, photo graphic, etc.

b. Audio Media: media that displays data that can only be heard. For example: tape recorder, radio, language laboratory, MP3 player, etc.

---

[15] Oz, Huseyin. 2013. Propective English Teachers' Owenership and Usage of Mobile Device as M-Learning Tools. Procedia Computer Science, 43,147- 153.

[16] Alrasheedi, M., and Luiz, F. C. 2014. An Empirical Study of Critical Success Factors of Mobile Learning Platform from the Perspective of Instructors.Procedia Social and Behavioral Sciences, 176, 211 – 219.

c. Projected Still Media: the media that want projector to reveal the data which tell of no- movement picture/writing. For example: Power Point slide, micro film, etc.

d. Projected Motion Media: the media that want projector to reveal data tell of movement picture/writing. For example: film, television, video (VCD, DV, VTR), computer, etc.[17]

3.   U-Dictionary

a.   Nature of dictionary

U-Dictionary is an application that directly translates English into 38 languages and can be downloaded from the Play Store. With this app's unique Optical Character Recognition (OCR) technology, you can click on any sentence or phrase on your smartphone and instantly translate the language you want. User can copy any word or phrase while browsing, messaging or reading messages to understand its meaning. Pronunciations are also available in English (US) and English (UK) with accents.

U-Dictionary has a dedicated team of linguistic, design, and development experts working together to make the learner will get the learning experience the best. The team has been consistently developing different creative new features to address users' unmet needs and enhance the existing ones.[18]

The reason why the researcher choose this application because U-Dictionary has several features that can support students in learning english especially in listening.

b.   Types of activities in using u-dictionary

---

[17] Sahid. 2010. Pengembangan Media Pembelajaran Bervasis ICT (Article).
[18] ANI, "With U-Dictionary App, You Can Now Tap To Translate in Whatsapp", April 29, 2017.

There are some activities when we learn using U-Dictionary, namely[19]

1. Translate word by word or in a sentence

2. Learn from videos by U-Dictionary

In this application, some interesting videos can be used for learning. In a day, this application releases different and exciting videos to learn themed various things that make it enjoyable to watch; of course, this video contains an increase in learning English. In this method, the teacher is also expected to give direction to their students. (it can play with an internet connection).

3. Do Some Quizzes

We can learn vocab in quizzes that are available from U- Dictionary. The quiz method issued in this application is a question with a model answer on how to write the correct answer. In this method, the application gives the final score and correction when we finish the quiz. This application issues various questions; of course, we can use this with online mode.

4. Listening

In this listening method, audio and script are provided. We are encouraged to fill in a few blank words in the text by listening to the audio provided; the audio can be a conversation or song. Of course, this method also sharpens the pronunciation of English words.

5. Learn by games

In U-Dictionary, the available game features playing word synonyms that can improve vocabulary learning. Synonym games are beneficial for honing our ability

---

[19] Authentic, Zenith ula., Using U-Dictionary for E-Learning Vocabulary. (Universitas Wijaya Kusuma 2020).

to say that they have the same meaning in playing synonym games in this application. They take the time to answer it, and those who can complete the game can move to the next level.

c.   **The advantages of using u-dictionary**

1. This application is easy to access and easy to use.

2. Give good detailed info.

3. Available in various languages in translation into English[20]

d.   **The disadvantages of using u-dictionary**

1. This application is accessed by using an internet connection

2. Translate by taking pictures. Not all words are read

3. In giving examples of sentences, not everything is there

4. Application sometimes error[21]

e.   **How to use u-dictionary :**

a. Download and install the U-Dictionary application on your cellphone

b. After that opend the U-Dictionaryy that has been downloaded

c. Once opened there will be a display like the one bellow. Select start and then select Indonesian

d. Afrter that the main menu of the aapplication will be displayed. You can enter the word or the sentence you want to translate
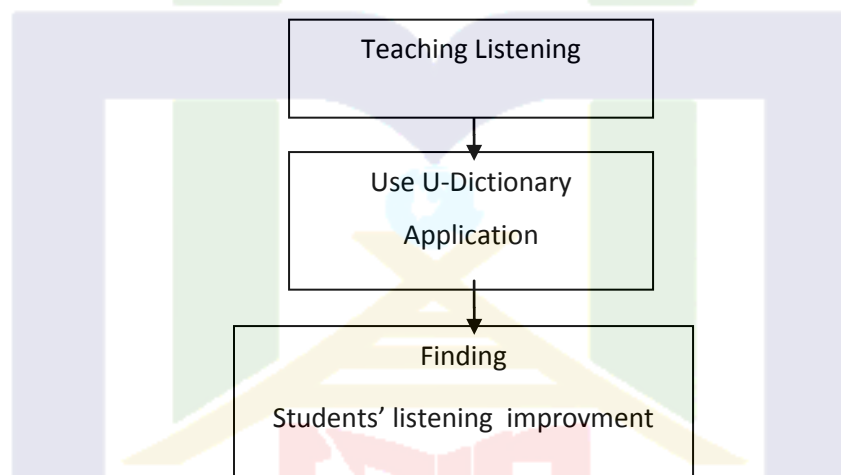
---

[20] Ibid
[21] Ibid

e. And if you want to see listening features, scroll it down you will see a screen like this. Then select the feature of listening, the the sreen will be showing text and audio of listening.

C.   Conceptual Framework

The conceptual framework of this research is presented the following diagram.

```
┌─────────────────────────────┐
│      Teaching Listening      │
└─────────────────────────────┘
              │
              ▼
┌─────────────────────────────┐
│      Use U-Dictionary        │
│        Application           │
└─────────────────────────────┘
              │
              ▼
┌─────────────────────────────┐
│          Finding             │
│ Students' listening improvment│
└─────────────────────────────┘
```

The diagram above describe about how to describing the method in using learning and teaching process. This analysis will compare the students' achievement during the pre-test, treatment, and post-test.

Finally to findings classifying the score of the students' and get complete data from all research instrument including pre-test and post-test to known the students' ability after the treatment.

After doing the study, the researcher hopes that there are some improvements of the students in listening skill.

D.   Hypothesis

Based on the review of literature and the conceptual framework, the researcher formulates the following hypothesis:

1.   Null hypothesis (Ho)

The use of U-Dictionary Can't improve students' listening skill at ninth grade students of SMP Negeri 3 Baranti Kab. Sidrap in the academic year 2022/2023.

2.   Alternative hypothesis (Ha)

The use of U-Dictionary for students can improve students' listening skill at the ninth grade students of SMP Negeri 3 Baranti Kab. Sidrap in the academic year 2022/2023.
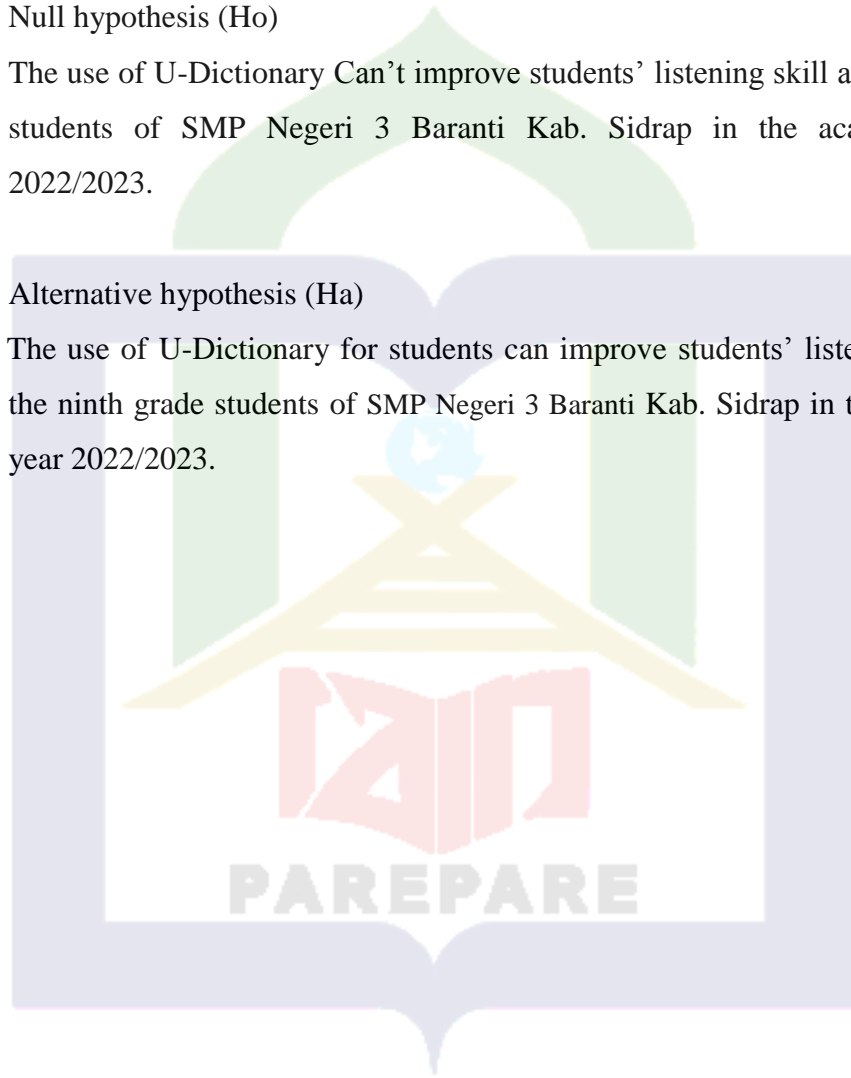
CHAPTER III

METHODOLOGY OF THE RESEARCH

This chapter presents the description of research method, population and sample, research variables and operational definition, research instrument, data collecting procedure and techniques of data analysis.

A.   Research Design

This research used pre-experimental method. Before giving treatment the students was given pre-test (listening test) to know their prior knowledge (O1), then teaching listening using U-Dictionary (X), and finally the students given post-test to examine the students' listening improvement (O2). The comparison between the pre-test and post-test score was determined to success of the treatment. On the treatment the researcher using U-Dictionary Application as media to teach listening skill. The design can be present as follows:

$$O_1 \qquad X \qquad O_2$$
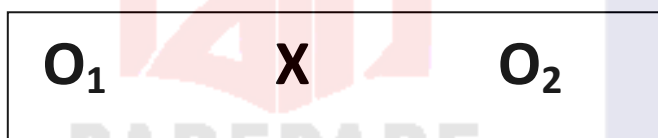
O_1 = Pre-test

X = Treatment

O_2 = Post-test[1]

---

[1] Sugiyono, Metode Penelitian Pendidikan (Bandung: ALFABETA, 2015),p. 111.

B.   Research Location And Time

The location of the research will take a place at SMP Negeri 3 Baranti Kab.Sidrap. The time of the research will be carried out within the month starting from November to December 2022.

C.   Population and Sample

1.   Population

The population of this research was the nine grade of SMP Negeri 3 Baranti Kab.Sidrap in academic year 2022/2023 consisting of 34 students divided into two classes which each class consists of approximately 16 students.

2.   Sample

The sampling technique used by the researcher is cluster random sampling. Arikunto (2013) explains that Cluster Random Sampling is a sampling technique based on a predetermined group of population members.[2]

Researcher took one class using cluster random sampling technique as a research sample. By the random sampling, the researcher has been taken one class on XI.A grade which consist of 16 students.

D.   Operational Definition of Variables

1.   Variable of the Research

This research has two kinds of variables, namely independent variable and dependent variable. In this research, the independent variable is U-Dictionary while dependent variable is the students' listening ability.

---

[2] Arikunto, Suharsimi. (2013). Prosedur Penelitian Suatu Pendekatan Praktik. Jakarta: Rineka Cipta.

2.   **Operational Definition of Variables**

a. Listening Ability: Listening is the abillity to identify and understand what other are saying.

b. U-Dictionary: Is an offline and online dictionary that is lightweight and easy to use for learning.

E.   **The Instrument of the Research**

In this research, the listening test as the research instruments. In listening test, the researcher gave several test for the students. The test was given twice, before and after treatments. The students were given pre-test to know their listening skills before using U-Dictionary application and the post-test was measure check whether the U-Dictionary can improve or not toward students' listening skills.

F.   **Procedure of Collecting Data**

In collecting the data, the researcher collects the data by employing these procedures:

1. Pre-test

Before the students using U-Dictionary application, the researcher gave pre-test for the students to find out the students prior knowledge. It will be applied at the first meeting.

2. Post-test

Post-test is given to all students, to know their improvement in listening of English. This was administered to measure the students' progress in listening after having the treatments. The question in the post-test is similar in pre pre-test. The researcher gave the questions and the students collect their work.

G.   Treatment

After the researcher gave the pre-test for the students, the research asked the students to learn listening by using U-Dictionary application, the researcher introduced the U-Dictionary Application and how to use it. The treatment researcher explained in the class room, and the treatment was done after the students have to finish the session in U-Dictionary. This treatment is carried out in four meetings, each of which takes 40 minutes.

The following steps were undertaken:

a. The first meeting

1) The researcher opened the class by greeting and prayed before study than the researcher checked the students attendance.

2) The researcher explain the material about listening.

3) Students read the descriptive text contained in the book student text about listening.

4) The researcher introduce the U-Dictionary application and shows an example of the application

5) The researcher will command students to type a word with theme "Mom" in the word search section of the application.

6) Next, Several sentences will appear that are available according to the theme.

7) The Researcher will take 10 sentences that will be heard to students.

8) Students are asked to observe the example played from U-Dictionary application.   `

9) Students are given time to ask question that are lacking clear.

10) The researcher will distribute a test sheets containing the sentence taken from the U-Dictionary application.

11) The researcher will listen to some sentences that have been written determined using the U-Dictionary app funds will be rotated 2x.

12) Students are given time to complete the test.

13) Students collect their work.

b. The second meeting

1) The researcher opened the class by greeting and prayed before study than the researcher checked the students attendance.

2) The researcher explain the material about listening.

3) Students read the descriptive text contained in the book student text about listening.

4) The researcher introduce the U-Dictionary application and shows an example of the application

5) The researcher will command students to type a word with theme "Dad" in the word search section of the application.

6) Next, Several sentences will appear that are available according to the theme.

7) The Researcher will take 10 sentences that will be heard to students.

8) Students are asked to observe the example played from U-Dictionary application.   `

9) Students are given time to ask question that are lacking clear.

10) The researcher will distribute a test sheets containing the sentence taken from the U-Dictionary application.

11) The researcher will listen to some sentences that have been written determined using the U-Dictionary app funds will be rotated 2x.

12) Students are given time to complete the test.

13) Students collect their work.

c. The third meeting

1) The researcher opened the class by greeting and prayed before study than the researcher checked the students attendance.

2) The researcher explain the material about listening.

3) Students read the descriptive text contained in the book student text about listening.

4) The researcher introduce the U-Dictionary application and shows an example of the application

5) The researcher will command students to type a word with theme "Grandma" in the word search section of the application.

6) Next, Several sentences will appear that are available according to the theme.

7) The Researcher will take 10 sentences that will be heard to students.

8) Students are asked to observe the example played from U-Dictionary application. `

9) Students are given time to ask question that are lacking clear.

10) The researcher will distribute a test sheets containing the sentence taken from the U-Dictionary application.

11) The researcher will listen to some sentences that have been written determined using the U-Dictionary app funds will be rotated 2x.

12) Students are given time to complete the test.

13) Students collect their work.

d. The fourth meeting

1) The researcher opened the class by greeting and prayed before study than the researcher checked the students attendance.

2) The researcher explain the material about listening.

3) Students read the descriptive text contained in the book student text about listening.

4) The researcher introduce the U-Dictionary application and shows an example of the application

5) The researcher will command students to type a word with theme "Teacher" in the word search section of the application.

6) Next, Several sentences will appear that are available according to the theme.

7) The Researcher will take 10 sentences that will be heard to students.

8) Students are asked to observe the example played from U-Dictionary application.   `

9) Students are given time to ask question that are lacking clear.

10) The researcher will distribute a test sheets containing the sentence taken from the U-Dictionary application.

11) The researcher will listen to some sentences that have been written determined using the U-Dictionary app funds will be rotated 2x.

12) Students are given time to complete the test.

13) Students collect their work.

H.   Technique of Data Analysis

The data was collect through pre-test and post-test by use quantitative analysis employed, the following procedure as follow:

1.   Scoring the students answer

$$student\ score = \frac{Student\ correct\ answer}{The\ total\ number\ of\ item} \times 100$$

2.   Then, classifying the students score based on the following class classification:

Scoring	Classification
91-100	Excellent
76-90	Good
61-75	Average
51-60	Poor
<50	Very poor

Depdiknas (2017:13)

3. Finding out the mean score by following formula:

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

Where :

$\bar{X}$ = Mean Score

$\sum x$ = Total Score

N = Number of Subject[3]

4. Rate percentage of students score by using the following formula:

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

Where:

P = Percentage

F = Frequency

N = Total number of sample[4]

5. Calculating the standard deviation of students pre-test and post-test, by using the formula below :

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

Where :

SD = Standard Deviation

$\sum x^2$ = The sum of the score

---

[3] Suharsimi arikanto, *Dasar-Dasar Evaluasi Pendidikan, Edisi Revisi* (Jakarta: Bumi Aksara, 2009), p.264

[4] L.R Gay, Geoffery E. Mills, and Peter W. Airasian (United States of America: Rerson Education, 2012), p. 225-298.

$$(\sum X)^2 = \text{The square of the sum score}$$

$$N \quad = \text{The total of number student}[5]$$

6. Finding out the value of t-test in identifying the difference between students' pre-test and post-test applying formula below:

$$\bar{D} = \frac{\sum D}{N}$$

Where :

$\bar{D}$ = The mean of the difference score

$\sum D$ = The sum of the difference score

N = The total of number student

7. Finding out the difference of the mean score between pre-test and pos-test by calculate the T-test value using the following formula :

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

Where:

T = Test of the significant difference

$\bar{D}$ = The mean score of the difference

$\sum D$ = The sum of the difference score

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

N = The total sample[6]

---

[5] Sukardi , *Metodelogi Penelitian Pendidikan* (Jakarta: Bumi Aksara, 2011), p. 91.

[6] Gay L.R Education *Research, (competencies for analysis and application),*(second edition, Columbus: A Bell &Howell Company, 1981), p. 331.

.

CHAPTER IV

FINDING AND DISCUSSION

In this chapter there were two section, namely research finding and the discussion of the research.The finding covers the description of the result of data collected through a test can be discussed in the section below.

A. Findings

This part deals with the elaboration of data through pre-test and post-test, the researcher gave the students the listening test to know the students' improvement of listening mastery before and after employing the treatment. After analyzing the data derived from pre-test and post-test below is the result of data analysis.

1. The result of Pre-test and Post-test

The data collected from the students' at IX.A class before and afte teaching the students by using U-Dictionary.

Assessment rubric :

Description	Score
Correct Answer	1
Wrong answer	0
Number of Question	15

2. The students score in Pre-testZ

Table 4.1 The students' score in Pre-test

No	Students	Number of Correct Answer	Score of Pre-Test
1	Anugrah	5	33

30

2	Muh. Nur Wahyudi	5	33
3	Muh. Afdal Anugrah	6	40
4	Muh. Al Gasali	5	33
5	Muh. Rizwar	8	53
6	Rizal	7	46
7	Syahrul	8	53
8	Rahma Pratiwi	9	60
9	Rina Alimudding	5	33
10	Sarmila	7	46
11	Sry Handayani	8	53
12	Suriana	5	33
13	Windi Dapri	6	40
14	Yayang	10	66
15	Zaskia Meilani	7	46
16	Zhilvyanti	7	46
Total		**108**	**714**

After knowing the students' score in pre-test, the researher following table students' score to find out the main score.

Table 4.2 The Students' Score in Pre-test Classification

No	Students	Pre-Test of The Students (X_1)		X^2	Classification
		Max Score	Score X_1		
1	Anugrah	100	33	1089	Very Poor
2	Muh. Nur Wahyudi	100	33	1089	Very Poor
3	Muh.Afdal Anugrah	100	40	1600	Very Poor
4	Muh. Al Gasali	100	33	1089	Very Poor

5	Muh. Rizwar	100	53	2809	Poor
6	Rizal	100	46	2116	Very Poor
7	Syahrul	100	53	2809	Poor
8	Rahma Pratiwi	100	60	1800	Poor
9	Rina Alimudding	100	33	1089	Very Poor
10	Sarmila	100	46	2116	Very Poor
11	Sry Handayani	100	53	2809	Poor
12	Suriana	100	33	1089	Very Poor
13	Windi Dapri	100	40	1600	Very Poor
14	Yayang	100	66	4356	Average
15	Zaskia Meilani	100	46	2116	Very Poor
16	Zhilvyanti	100	46	2116	Very Poor
Total			$\sum X_1 = 714$	$\sum X^2 = 31692$	

Based on the table above, showing the result of the students' listening before giving treatment using U-Dictionary. No one got excellent, no one got good, one got average, four got poor, and eleven students got very poor. Total score in pre-test was 714. It could be seen that most of students of IX.A are still low, because most of them gained very poor score.

Based on the explanations above, the calculated the total of the results and seeking the mean score of pre test with formula:

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

$$X = \frac{714}{16}$$

$$X = 44.62$$

The mean score of pre-test was 44.62, and from that analyzing, it could be seen that almost of the students' listening ability was still law or lack because of the very poor category.

Based on the result above, the researcher calculated the standart deviation of pre-test using the formula:

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

$$SD = \frac{\sqrt{31692 - \frac{(714)^2}{16}}}{16-1}$$

$$SD = \frac{\sqrt{31692 - \frac{(509796)}{16}}}{16-1}$$

$$SD = \frac{\sqrt{31692 - 31862}}{15}$$

$$SD = \frac{\sqrt{170}}{15}$$

$$SD = \sqrt{11.3}$$

$$SD = 3.36$$

After determining the mean score (X1) of pre-test was 44.62 and the standar deviation (SD) was 3.36, it could be seen that the students listening ability was still law.

3. The Students' score in Post-Test

The researcher also gave the students listening test after giving treatment.

Table 4.3 The Students' Score in Post-Test

No	Students	Number of Correct Answer	Score of Post-Test

1	Anugrah	10	66
2	Muh. Nur Wahyudi	10	66
3	Muh. Afdal Anugrah	10	66
4	Muh. Al Gasali	11	73
5	Muh. Rizwar	15	100
6	Rizal	7	46
7	Syahrul	6	40
8	Rahma Pratiwi	14	93
9	Rina Alimudding	11	73
10	Sarmila	13	86
11	Sry Handayani	15	100
12	Suriana	12	80
13	Windi Dapri	12	80
14	Yayang	15	100
15	Zaskia Meilani	13	86
16	Zhilvyanti	13	86
	Total		**1241**

After knowing students' score in post-test, the researcher following table students' score to find out the main score.

Table 4.4 The Students' Score in Post-Test Classification.

No	Students	Post-Test of The Students (X_1)		X^2	Classification
		Max Score	Score X^2		
1	Anugrah	100	66	4356	Average
2	Muh. Nur Wahyudi	100	66	4356	Average
3	Muh. Afdal Anugrah	100	66	4356	Average

4	Muh. Al Gasali	100	73	5329	Average
5	Muh. Rizwar	100	100	10000	Excellent
6	Rizal	100	46	2116	Very Poor
7	Syahrul	100	40	1600	Very Poor
8	Rahma Pratiwi	100	93	8649	Excellent
9	Rina Alimudding	100	73	5329	Average
10	Sarmila	100	86	7396	Good
11	Sry Handayani	100	100	10000	Excellent
12	Suriana	100	80	6400	Good
13	Windi Dapri	100	80	6400	Good
14	Yayang	100	100	10000	Excellent
15	Zaskia Meilani	100	86	7396	Good
16	Zhilvyanti	100	86	7396	Good
Total			$\sum X_1 = 1241$	$\sum X^2 = 101079$	

The table above showed the students' classification score after giving treatment using U-Dictionary. Four got excellent, five got good, five got average, no one got poor, and two got very poor. Total score in post-test was 1241. It could be seen that the students listening of IX.A were improved, because most of them gained good and average score.

Based on the result above, the researcher calculated the total of the result and seeking the mean score of post-test with formula:

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

$$X = \frac{1241}{16}$$

$$X = 77.56$$

The mean score of post-test was 77.5 it showed that the students' listening ability can improve after treatment, because the main score of post-test was 77.5 it was good classification.

Based on the result above, the researcher calculated the standart deviation of post-test using the formula:

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

$$SD = \frac{\sqrt{101079 - \frac{(1241)^2}{16}}}{16-1}$$

$$SD = \frac{\sqrt{101079 - \frac{(1540081)}{16}}}{16-1}$$

$$SD = \frac{\sqrt{101079 - 96255,0}}{15}$$

$$SD = \frac{\sqrt{4824}}{15}$$

$$SD = \sqrt{321,6}$$

SD= 17,93

After determining the mean score (X_2) of post-test was 77.56 and standart deviation (SD) was 17.93, it could be seen that the students' listening ability were in was good category.

4. The mean score and standart deviation of pre-test and post-test

Table 4.5 the mean score and standart deviation of pre-test and post-test

Test	Mean Score	Standard Deviation

Pre-Test	44.62	3.36
Post-Test	77.56	17.93

The data in table 4.5 shows that the mean score of pre-test was 44.62 (X_1) while the mean score of the post-test improved 77.56 (X_2). The standard deviation of pre-test was 3.36 while the standard deviation of post-test was 17.93.

As the result inthis item is the mean score of the post-test was greater the mean score score in pre-test. It mean score that, students' listening ability had improve after they was treatment by using U-Dictionary.

5. The Rate Percentage of The Frequency of Pre-Test and Post-Test

The percentage of the pre-test classification also showed yhat the different percentage of pre-test result, the researcher make the table of the percentage classification as follow:

Table 4.6 The Percentage of the Frequency of Pre-Test and Post-Test

Classification	Score	Frequency		Percentage	
		Pre-test	Post-test	Pre-test	Post-test
Excellent	91-100	-	4	-	25
Good	76-90	-	5	-	31.25
Average	61-75	1	5	6.25	31.25
Poor	51-60	4	-	25	-
Very poor	<50	11	2	68.75	12.5

The data of the table above indicated that the rate percentage of the pre-test. No one got excellent, no one got good, one (6.25%) student got average, four (25%) students got poor, and eleven (68.75%) students got very poor. While in post-test, four(25%) students got excellent, five (31.25%) students got good, five (31.25%)

students got average, no one got poor, and two (12.5%) students got very poor. It can concluded that, there was the improvment of students listening ability after treatment.

6. Determining the Significant by Calculating the T-test Value

The following is the table to find out the mean score between pre-test and post-test.

Table 4.7 The worksheet of calculating the score in pre-test and post-test of the students' listening.

No	X_1	$(X_1)^2$	X_2	$(X_2)^2$	D $(X_2$-$X_1)$	$(X_2$-$X_1)^2$
1	33	1089	66	4356	33	3267
2	33	1089	66	4356	33	3267
3	40	1600	66	4356	22	2756
4	33	1089	73	5329	40	4240
5	53	2809	100	10000	47	7191
6	46	2116	46	2116	0	0
7	53	2809	40	1600	-13	1209
8	60	1800	93	8649	33	6849
9	33	1089	73	5329	40	4240
10	46	2116	86	7396	40	5280
11	53	2809	100	10000	47	7191
12	33	1089	80	6400	47	5311
13	40	1600	80	6400	40	4800
14	66	4356	100	10000	34	5644
15	46	2116	86	7396	40	5280
16	46	2116	86	7396	40	5280
Total	$\sum X_1 =714$	$\sum X^2 = 31692$	$\sum X_{2} = 1241$	$\sum X^2 =$	$\sum D = 523$	$\sum D^2 = 71805$

				101079		

In other to see the students' score, the following is t-test was statiscally applied:

To find out D used the formula

$$D = \frac{\sum X}{N} = \frac{523}{16} = 32.6$$

The calculation the t-test value

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

$$t = \frac{32.6}{\sqrt{\frac{71805 - \frac{523^2}{16}}{16(16-1)}}}$$

$$t = \frac{32.6}{\sqrt{\frac{71805 - \frac{273529}{16}}{16(15)}}}$$

$$t = \frac{32.6}{\sqrt{\frac{71805 - 17095.56}{240}}}$$

$$t = \frac{32.6}{\sqrt{\frac{54709,44}{240}}}$$

$$t = \frac{32.6}{\sqrt{227.95}}$$

$$t = \frac{32.6}{15.0}$$

$$t = 2.17$$

Thus, the t-test value was 2.17

To find out degree of freedom (df) the researcher used the following formula:

$$Df = N - 1$$

Df = 16 -1

Df = 15

Table 4.8 The test of significant

Variable	T-test	T-table
Pre-test and Post-test	2.17	1.753

After obtaining the degree of freedom, the table at the degree of freedom 15 in significant degrees of 0.05 (5%), the table was 1.753. The following table showed that the t-test value was higher than t-table value (2.17 ≥ 1.753). it indicated that there was significant difference between the students' pre-test and post-test result.

7. Hypothesis testing

For the level significant (p) 5% and valueof the table was 1.753, while the value of the t-test was 2.17. it means that t-test value was greater than t-table (2.17 ≥ 1.753). Thus, it can be concluded that the students' listening skill is significant better after getting the treatment. So, the null hypothesis (H$_0$) was rejected and the alternative hypothesis (H$_a$) was accepted. It has been found that U-Dictionary was effective to improve students' listening skill at ninth grade of SMP Negeri 3 Baranti Kab.Sidrap.

B. Discussion

The objective of this research are to find out whether the use of U-Dictionary is able to improve the listening skill of the ninth grade SMP Negeri 3 Baranti Kab. Sidrap. To prove it, the researcher have given a listening test on pre test and post test before and after being given treatment.

In this section, the researcher discussed the result of the pre-test and post-test data analysis according to the scope of this study. This research result was done on

the pre-test, which examined the students' previous listening skills before starting the treatment. After that, a post-test to find out the listening level of students after treatments using U-Dictionary as the medium.

Refering to the above findings, it showed a significant difference in the listening skill of students before and after the treatment that applied the U-Dictionary as a listening teaching method. The statement was supported by the pre-test and post-test score of students. The score of students showed that the post-test score of the students was higher than the pre-test score of students. This means that the listening skill of students' improved significantly after the treatment.

The first step was given pretest tos tudents. Pre-test was given to know the students' listening skill score before treatment being taught by U-Dictionary Application. The second step was given treatment and applied U-Dicyionary application to the students. The third step was givenpost-test to the students to know the students' listening skill score after being taught by using U-Dictionary application.

The first meeting was a pretest, and the researcher gave a pretest. In front of The researcher explained the test to the students who took the pre-test. Pre-test this is intended to determine a student's prior knowledge. Students' pretest scores were low. This means that student listening is still lacking.

For the post-test, the students were given the same explanation about the test same as the pre-test. The test intended to know the students'listening skill after students were given the treatment. Based on the students' score and classification in pre-test and post-testthere were very significant differences.

It can be seen that the value of students' listening comprehension improved after using the U dictionary application.

In addition, the limitations or obstacles faced by students when using the U-Dictionary come from external and internal factors. An example of an external factor is the inability or forgetfulness of students in understanding audio speakers. talk about limited vocabulary. U-Dictionary has many features, and some of them can be

used in offline mode but some other only available in an online mode such as perfect English pronunciation feature. If the phone is offline, the feature can not be used. In the perfect English pronunciation feature there is an original sound for the user to hear and follow to pronounce the sentence or words before do the challenge.

The advantage of using the U-Dictionary app is the original sound Native language help for users to hear and how to pronounce wordsSentence. It also improves your listening comprehension of pronunciation.

Another reason students are interested in this application isLearn every time with this app on your smartphone wherever. Students didn't have to just sit and learn Bringing new strategies to listening lessons.

With reference to the discussion above, in this study,Using U-Dictionary as a Medium to Improve Students' Listening Ability Effective. In practice the theory was accepted and students were encouraged to do so Improving the listening skills of students in class IX.1 of SMP Negeri 3 Baranti Kab.Sidrap in the academic year 2022/2023. There were several improvement reached by the students, their score was improved after the research was conducted using U-Dictionary.
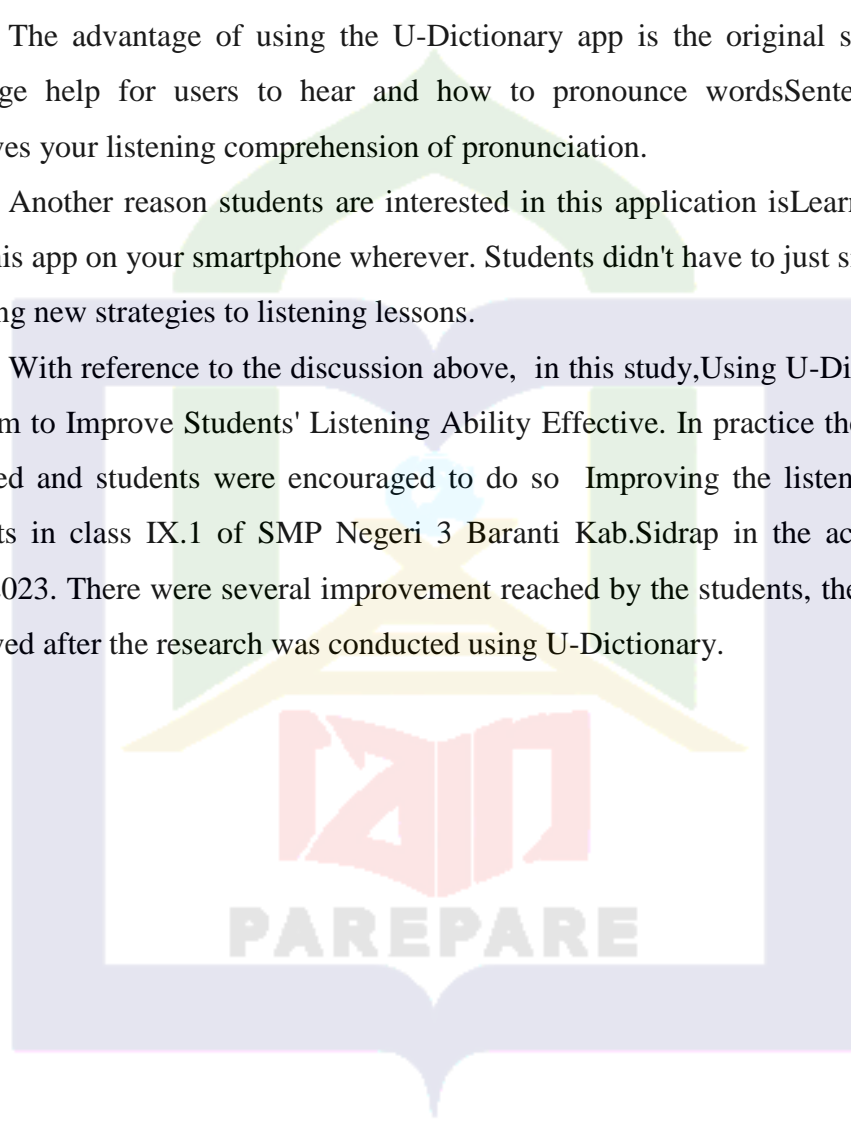
CHAPTER V

CONCLUSIONS AND SUGGESTION

This chapter is presented in two sections. The first section is conclusion which is based on the researcher findings and discussion. The second section was suggestion.

A. Conclusion

Concerning to the findings and discussionsof the study that the researcher gathered at the ninth grade of SMP Negeri 3 Baranti Kab.Sidrap the academic year 2022/2023, the researcher concluded that the using of U-Dictionary as a media can improve students' listening skill. It was proved by the students' score obtained of listening test was higher than pre-test. It means that there was significant improvement of the students' listening skill. It was proved by the mean score of students' pre-test and post-test. The mean score of students' pre-test was 44.62 and the mean score of students' posttest was 77.56.The significant difference between t-test 2.17 was higher than t-table 1.753 at the level of significance 0.05 and the degree of freedom (df = 15). The result of students' post-test was higher than pre-test. It means that there was significant improvement of the students' listening skill.

Moreover, the teacher needs to develop their ways of teaching English especially in listening. It can give motivation to the students by creating a new atmosphere in the classroom varies. Variation of activity in teaching listening is needed to make the students motivationed to use their listening skill.

B. Suggestion

Based on the result of this research, the researchwould like to offersome suggestions, they were:

1. For the teachers, The teachers are suggested to use U-Dictionary as a media to improve students listening skill. This media can make the students easer and enjoy learning English especially in listening.

2. For the students, the students are expected to be more active and creative during the lesson in learning English, especially in learning listening.The students can improve their listening skill by using U-Dictionary.

3. For the next researcher s, the researcher will expected this study can be used as additional reference and as sources of information for the next researchers.
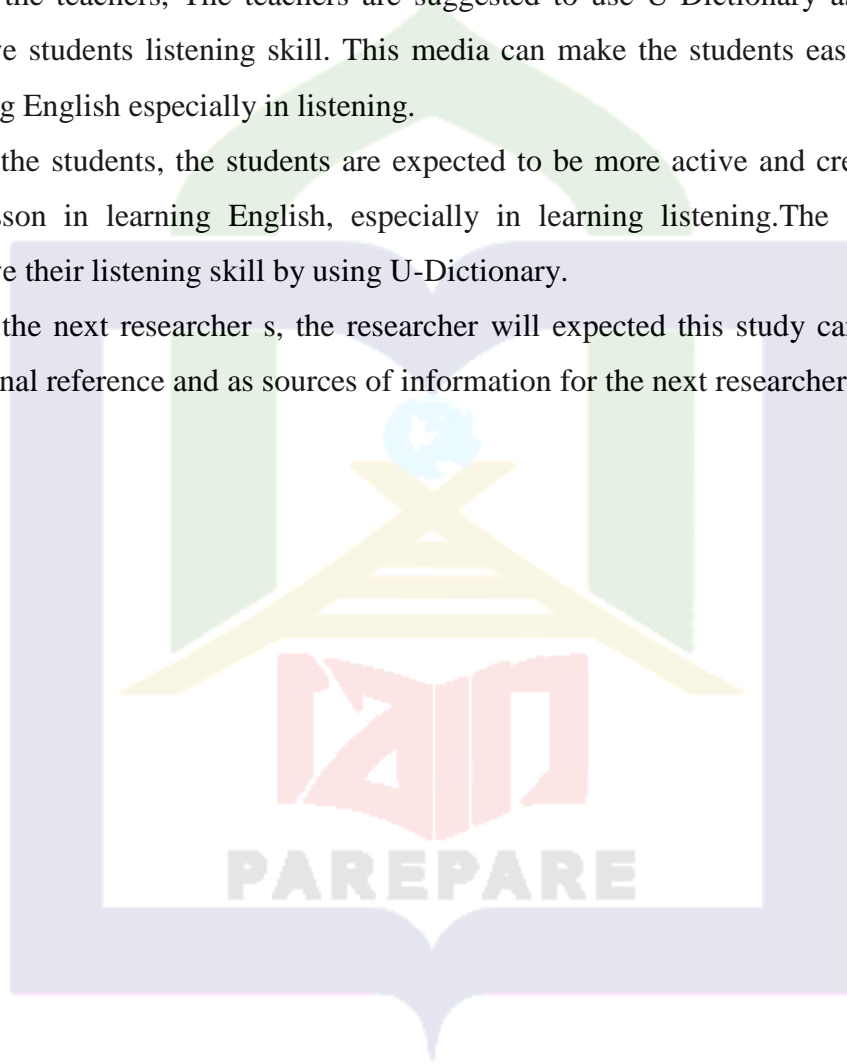
BIBLIOGRAPHY

Ani, "With U-Dictionary App, You Can Now Tap to Translate in Whatsapp", April 29, 2017.

Authentic, Zenith ula., Using U-Dictionary for E-Learning Vocabulary. (Universitas Wijaya Kusuma 2020).

Alrasheedi, M., and Luiz, F. C. 2014. An Empirical Study of Critical Success Factors of Mobile Learning Platform from the Perspective of Instructors. *Procedia Social and Behavioral Sciences.*

Adnan Aryuliva, Eka Juwita and Aref, Eka Juwita, and Aryuliva Adnan. "The Use of Dictogloss Method in Teaching Listening A." *Journal of English Language Teaching* 2, no. 1 (2013)

Arikunto, Suharsimi. Prosedur Penelitian suatu Pendekatan Praktik. Jakarta: Rineka Cipta, 2013.

Aytan,Talat. The Effect of a Listening Education Course on the Listening Behaviors of Prospective Turkish Teachers (Sciedu Press : Department of Turkish Education, College of Education, Yildiz Technical University, Istanbul, Turkey, 2016).

Arikanto, Suharsimi, *Dasar-Dasar Evaluasi Pendidikan, Edisi Revisi* (Jakarta: Bumi Aksara, 2009).

Boyle, Joseph P. 2015. Factors Affecting Listening Comprehension, English Language Teaching Forum.

Bite Vishwanath. Listening : An Important Skill and Its Various Aspects (The Criterion : An International Journal in English, 2013).

Depdiknas. 2017. Panduan Penilian oleh Pendidik dan Satuan Pendidikan SMA. Curriculum Center: Jakarta.

Dewi w., & Cici H. " The Use U-Dictionary as a Learning Media to Increase the Students' Vocabulary in Teaching Speaking ". (Universitas Asahan, 2019).

Ghasemboland, Farimah and Zohrer Nafissi, The Effects of Using English Captions on Iranian EFL Students" *Listening Comprehension, Procedia – Social and Behavioral Sciences*, 64, 2012.

Gay L.R Education *Research : Competencies for Analysis and Application,*Second Edition, Columbus: A Bell &Howell Company, 1981.

Hadibin, M. M., B.E. Purnama., & kristiano. 2013. Pembangunan Media Pembelajaran Teknik Komputer Jaringan Kelas X semester Ganjil pada Sekolah Menengah Kejuruan TarunaBangsa Pati Berbasi Multimedianinteraktif. *Indonesia Jurnal on Computer Science*

Hwang, W-Y.Huang, Y-M., Shadiev, R., Wu, S-Y., & Chen, S-L. 2014. Effects of Using Mobile Devices on English listening Diversity and Speaking forEFL Elementary Students. *Australasian Journal of EducationalTechnology* 30 (5).

H Douglas Brown, *Language Assessment Principles and Classroom Practice* (NY: Pearson Education, 2004).

Hendrawaty Nurmala, Loquen English Studies Journal (Vol 12 No 1 (2019): January-June 2019).

Iwankovitsch Ron, The Importance of Listening, Language Arts Journal of Michigan, 17, 2001.

I. S. P. Nation and J. Newton, Teaching ESL/EFL Listening and Speaking (Routledge : New York, 2009).

Jones Godwin, R. (2011). Emerging technologies: Autonomous language learning. Language Learning & Technology.

L.R Gay, Geoffery E. Mills, and Peter W. Airasian (United States of America: Rerson Education, 2012).

Miangah, T.M., and Amin, N. 2012 mobile assisted language Learning. *International Journal of Distributed Paraller System.*

Mildred R, Donugnue. 1972. *The Child and the English Language* Art (United State of America: Wm. C. Brown Company)

Nation, I.SI and Jonathan Newton. 2009. Teaching ESL/EFL Listening and Speaking. Routledge: New York.

Nor, Hidayah. "The Techniques in Teaching Listening Skill." *Journal on English as a Foreign Language* 4, no. 1 (2015).

Nurseto, Tejo. 2011. Membuat Media Pembelajaran yang Menarik. *Journal Ekonomy & Pendidikan,* volume 8 Nomor 1.

Oz, Huseyin. 2013. *Propective English Teachers' Owenership and Usage of Mobile Device as M-Learning Tools*. Procedia Computer Science.

PhD Cand. Lorena Manaj Sadiku, The Importance of Four Skills Reading, Speaking, Writing, Listening in a Lesson Hour (European : *Journal of Language and Literature Studies,* April 2015).

Reza, Amir., Nemat Tabrizi, Mohammad Bagheri Fard. "The Effect of Using Cell Phone Dictionary On Improving Male and Female Iranian EFL Learner's Spelling", *International Journal of English Linguistics* 6, no 6 (November 23, 2016)

Sugiyono, Metode Penelitian Pendidikan (Bandung: ALFABETA, 2015).

Sahid. 2010. Pengembangan Media Pembelajaran Bervasis ICT (Article).

Sukardi , *Metodelogi Penelitian Pendidikan* (Jakarta: Bumi Aksara, 2011).
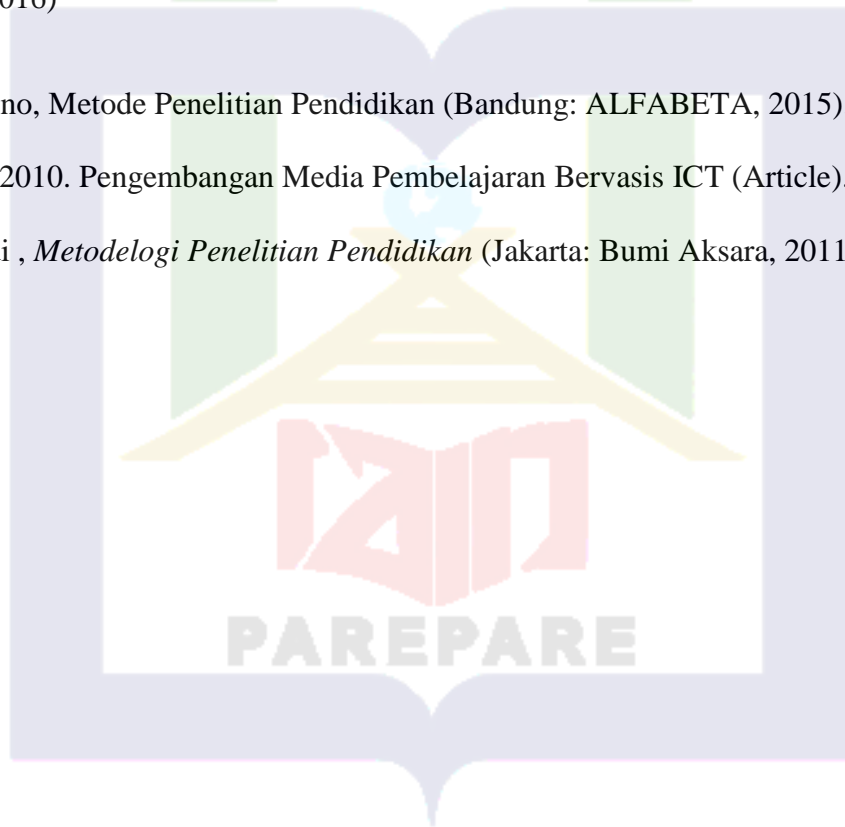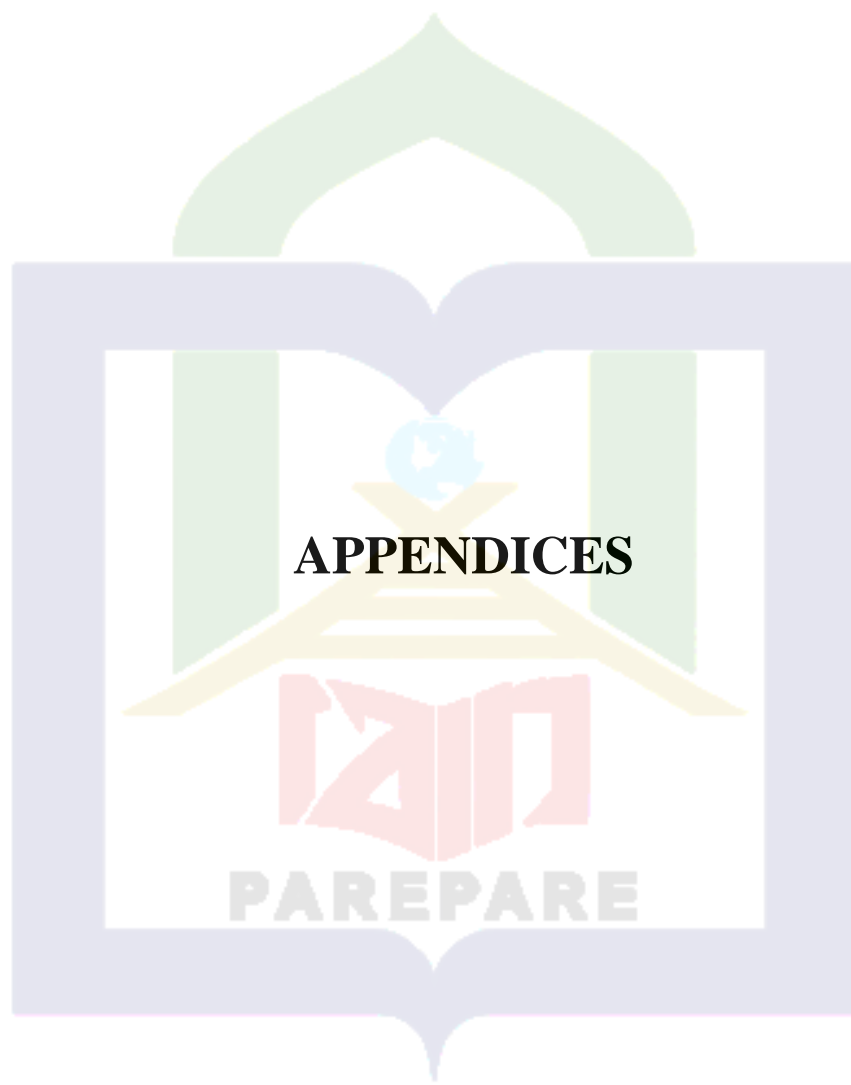
APPENDICES

Appendix 1: How to Use U-Dictionary (with pictures)

1. Download and install the U-Dictionary application on your cellphone

2. After that opend the U-Dictionaryy that has been downloaded

3. Once opened there will be a display like the one bellow. Select start and then select Indonesian.
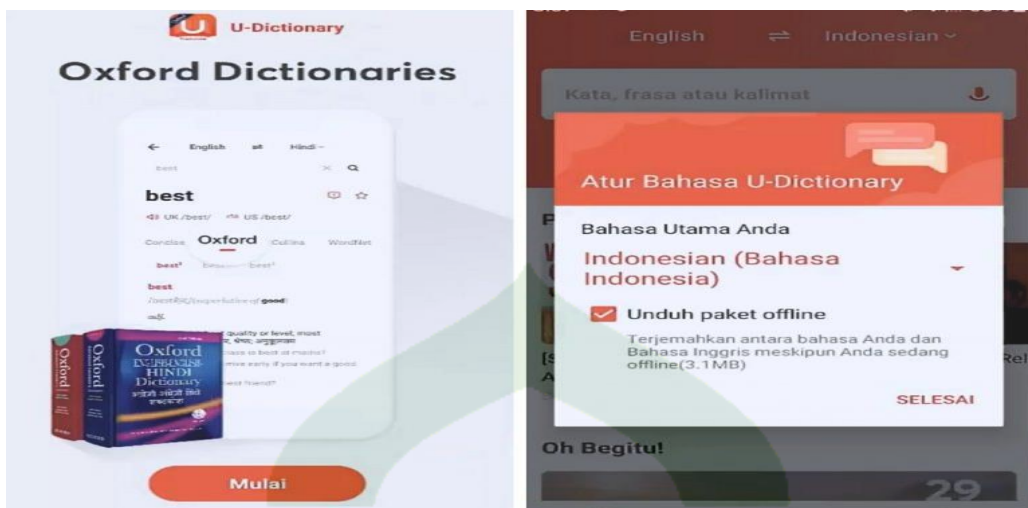
4. After that the main menu of the aapplication will be displayed. You can enter the word or the sentence you want to translate.

5. And if you want to see listening features, scroll it down you will see a screen like this. Then select it.
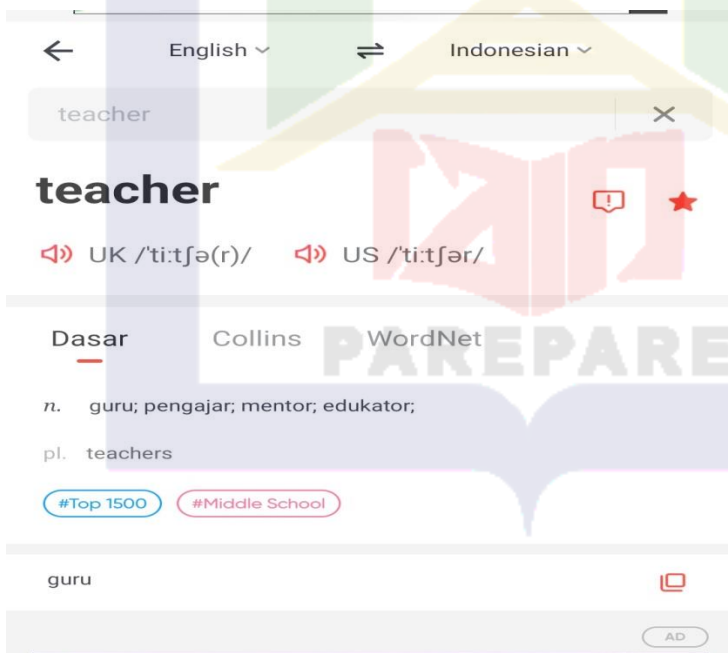
← English ⌄ ⇄ Indonesian ⌄

teacher ✕

Dasar Collins WordNet

Kalimat

Semua guru pengajar

1 Every student becomes a teacher, and every teacher a student. ◁)) ‹Q›
Setiap siswa menjadi guru, dan setiap guru menjadi siswa.

2 Jesus too was a preacher and a teacher. ◁)) ‹Q›
Yesus pun adalah seorang pengabar dan pengajar.

3 Who's your teacher? ◁)) ‹Q›
Siapa gurumu?

More >

Contoh kalimat

1 Jack was a born teacher. ◁)) ‹Q›
Collins Dictionary

2 Harper was a teacher by profession. ◁)) ‹Q›
Collins Dictionary

3 Her drama teacher spotted her ability. ◁)) ‹Q›
Collins Dictionary

← English ⌄ ⇄ Indonesian ⌄

teacher ✕

Dasar Collins WordNet

Sinonim & Antonim

teacher *noun.*

1 untuk arti dari "instructor"
SYN professor / coach / instructor / supervisor / scholar / guide / assistant / don / educator
ANT student

Kalimat dalam Video

Levels of Inquiry ▯▯ 00:04
STRUCTURED GOOD FOR TEACHERS NEW TO IBL
GUIDED ...ORE RESPONSIBILITY
▶
OPEN
The teacher plays an important role in guarding the inquiry.

IV

	KEMENTERIAN AGAMA REPUBLIK INDONESIA INSTITUT AGAMA ISLAM NEGERI PAREPARE FAKULTAS TARBIYAH Jln. Amal Bakti No. 8 Soreang, Kota Parepare 91132 Telepon (0421) 21307, Fax. (0421) 24404
	VALIDASI INSTRUMEN PENELITIAN SKRIPSI

Appendix 2 :Instrument Pre-Test and Post-Test

NAMA MAHASISWA　　　: PUTRI LIANA RUSMIN

NIM　　　　　　　　　: 18.1300.073

FAKULTAS/PRODI　　　: TARBIYAH/PENDIDIKAN BAHASA INGGRIS

JUDUL　　　　　　　　: IMPROVING STUDENTS' LOSTENING SKILL BY USING U-DICTIONARY FOR NINTH GRADE OF SMP NEGERI 3 BARANTI KAB.SIDRAP

PRE-TEST

1. This card is a ___ of my love for the dearest mother in the world.

2. You are the obe that we ___ the most Happy Mother's Day.

3. Thanks for ___ there, mom. Happy Mother's Day.

4. On this mother's day, I just want to say: I'm ___ to be your son.

5. Here are some ___ for you, mom.

6. Sometimes I cry and make you ___, but you know I love you so much.

7. Thank you for your love and care over the years. I ___ it.

8. I will probably take my mother out for a good ___ tonight.

9. Everyday i ___ love you mom.

10. How are you going to ___ mothers day?

11. its Father's Day ___.

12. You are the best dad in the ___.

13. I am ___ that you are my dad.

14. Your ___ has always been appreciated.

15. I love you more than ___ else.

POST-TEST

1. You are ___, Mom.

2. The next morning, Mom ___ away.

3. Mom, there's a___ .

4. Now Mom is really ___ .

5. My Dad ___.

6. And ___ Dad for me.

7. After dad's stroke, I couldn't ___ for two months.

8. Yet, my Dad has a good ___ ethic.

9. You will ___ be my Grandma Paula.

10. But she ___ your Grandma.

11. Shut up and ___, Grandma.

12. Grandma, do you know that I ___ you very much?

13. Every student ___ a teacher , and every teacher a student.

14. Teacher induced ___ .

15. Of course , His perspective was that of a ___ teacher.

Appendix 3 : Key Answer

Pre-Test

1. Token
2. Love
3. Being
4. Proud
5. Flowers

6. Sigh

7. Appreciate

8. Meal

9. Will

10. Celebrate

11. Tomorrow

12. World

13. Glad

14. Guidance

15. Anything

Post-Test

1. Old fashioned

2. Morning

3. Sometimes

4. Really

5. Crown

6. Wrong

7. Kiss

8. Exclaimed

9. Always

10. Shut up

11. Know

12. Think

13. Every

14. Substitute

15. Of course

Appendix 4 : Treatment

← Kalimat

Semua   mama   bu   ibu   mami

1 "You're old-fashioned, Mom.
   "Mama ini kuno.

2 The next morning, Mom passed away.
   Besoknya, Mama meninggal.

3 Disgusting, isn't he, Mom?
   Menjijikkan, bukan, Bu?

4 "Mom told me that Keenan—"
   "Mama memberitahuku bahwa Keenan—"

5 "Absolutely," Mom agreed.
   "Tentu saja," Ibu setuju.

6 "Mom, mom, I want a snack that'll help prevent colon-rectal cancer."
   "Mama, Mama, aku ingin camilan yang akan membantu mencegah kanker usus besar dan dubur."

7 Mom, there's a cliff!
   Mama, ada bukit tuh!

8 "Exactly," Mom said.
   "Tepat sekali," kata Ibu.

9 But, Mom, sometimes
   Tapi, Bu, kadang- kadang

10 Now Mom is really angry.
    Sekarang, Mama benar-benar marah.

← Kalimat

Semua   ayah   papa   pak   bapak

1   Dad, your " crown "
    Ayah, " mahkota " ayah

2   Dad, what's wrong?
    Ayah, ada apa?

3   Why Did Dad and Mom Split Up?
    Kenapa Papa dan Mama berpisah?

4   After dad' s stroke, I couldn' t focus for
    two months
    Pak, sejak ayah saya terserang stroke, saya
    kehilangan konsentrasi selama # bulan

5   Do you know why I returned, dad?
    Papa tau knp aku pulang?

6   Especially you, Dad
    Terutama kau, Ayah

7   And kiss Dad for me
    Dan cium papa untukku

8   My dad exclaimed.
    Ayah saya berseru.

9   Yet, my dad has a good work ethic.
    Tapi, Papa bekerja sebaik-baiknya.

10 Here, give dad a hug
    Sini, papa gendong kamu

Kalimat

1. You will always be my Grandma Paula.
   Nenek akan selalu menjadi Nenek saya.

2. "Grandma Marietje flew?
   "Nenek Marietje terbang?"

3. Mommy, is Grandma and Grandpa!
   Mommy, adalah Nenek dan Kakek!

4. But she was your grandma!
   Tapi kan dia nenekmu!

5. Shut up and dig, grandma
   Diamlah dan gali, nenek

6. Is that Great- Grandma's crystal?
   Apa itu kristal Nenek moyang?

7. "Grandma, do you know that I love you very much?"
   "Nenek, apakah kamu tahu bahwa aku sangat mencintaimu?"

8. "Stay calm, Grandma, Japanese eyes are too narrow to see Halimunda on the map," said Dewi Ayu.
   "Tenanglah, Oma, mata orang-orang Jepang terlalu kecil untuk melihat nama Halimunda di dalam peta," kata Dewi Ayu.

9. Grandma, do you think Tang's going to be alright?
   Nenek, do you think Tang akan baik- baik saja?

10. She had always been amazed that she didn't have any parents, only a grandpa and grandma and auntie.
    Sejak awal ia memang telah dibuat heran kenapa ia tak punya orang tua, dan hanya punya opa dan oma dan tante.

Appendix 5 : The Result of Students' Pre-Test and Post-test

PRE-TEST

NAMA : Muh. Nurwahidi
KELAS : IX.1

1. This card is a ____ of my love for the dearest mother in the world.
2. You are the obe that we _cwe_ the most Happy Mother's Day.
3. Thanks for ____ there, mom. Happy Mother's Day.
4. On this mother's day, I just want to say: I'm ____ to be your son.
5. Here are some _flowers_ for you, mom.
6. Sometimes I cry and make you ____, but you know I love you so much.
7. Thank you for your love and care over the years. I ____ it.
8. I will probably take my mother out for a good ____ tonight.
9. Everyday i ____ love you mom.
10. How are you going to ____ mothers day?
11. its Father's Day _tomorrow_
12. You are the best dad in the _world_
13. I am ____ that you are my dad.
14. Your ____ has always been appreciated.
15. I love you more than ____ else.

$$\frac{5}{15} \times 100 = 33.3$$

(The lowest score of Pre-test)

PRE-TEST

NAMA : WINDI DAFRI
KELAS : IX.1

1. This card is a ____ of my love for the dearest mother in the world.
2. You are the obe that we ____ the most Happy Mother's Day.
3. Thanks for ____ there, mom. Happy Mother's Day.
4. On this mother's day, I just want to say: I'm ____ to be your son.
5. Here are some ____ for you, mom.
6. Sometimes I cry and make you ____, but you know I love you so much.
7. Thank you for your love and care over the years. I ____ it.
8. I will probably take my mother out for a good ____ tonight.
9. Everyday i ____ love you mom.
10. How are you going to ____ mothers day?
11. its Father's Day ____.
12. You are the best dad in the ____.
13. I am ____ that you are my dad.
14. Your ____ has always been appreciated.
15. I love you more than ____ else.

Answer

$$\frac{6}{15} \times 100 = 40$$

1. cooking
2. Love
3. Being
4. Fine
5. Flous
6. Say
7. Frisyo
8. too
9. will
10. soloudry
11. Tomorrow
12. worst
13. glad
14. Than
15. Feneting

(The lowest score of pre-test)

PRE-TEST

NAMA : Rahma Pratiwi
KELAS : IX·1 / 9·1

1. This card is a ___ of my love for the dearest mother in the world.
2. You are the obe that we _love_ the most Happy Mother's Day. love
3. Thanks for _being_ there, mom. Happy Mother's Day. being
4. On this mother's day, I just want to say: I'm _proud_ to be your son. proud
5. Here are some ___ for you, mom. sigh Flowers
6. Sometimes I cry and make you ___, but you know I love you so much. appreciate sigh
7. Thank you for your love and care over the years. I ___ it. need app
8. I will probably take my mother out for a good ___ tonight. would
9. Everyday i ___ love you mom. celebrate
10. How are you going to ___ mothers day? tomorrow
11. its Father's Day ___. world
12. You are the best dad in the ___. clad
13. I am ___ that you are my dad.
14. Your ___ has always been appreciated.
15. I love you more than ___ else.

answer
1. dakues
2. love
3. being
4. proud
5. Flowers
6. sigh
7. apricat
8. mid
9. would
10. celebrate
11. Tomorrow
12. world
13. clad
14.
15. anything

$\frac{9}{15} \times 100 = 60$

(The highest score of pre-test)

PRE-TEST

NAMA : Yayang
KELAS : IX.1 / 9.1

1. This card is a ___ of my love for the dearest mother in the world.
2. You are the obe that we _love_ the most Happy Mother's Day. love
3. Thanks for ___ there, mom. Happy Mother's Day. Being
4. On this mother's day, I just want to say: I'm ___ to be your son. proud
5. Here are some ___ for you, mom. Flowers
6. Sometimes I cry and make you ___, but you know I love you so much. sigh
7. Thank you for your love and care over the years. I ___ it. apricate
8. I will probably take my mother out for a good ___ tonight. mid
9. Everyday i ___ love you mom. would
10. How are you going to ___ mothers day? celebrate
11. its Father's Day ___. Tomorrow
12. You are the best dad in the ___. world
13. I am ___ that you are my dad. Glad
14. Your ___ has always been appreciated.
15. I love you more than ___ else. anything

$\frac{10}{15} \times 100 = 66.6$

(The highest score of pre-test)

XII

POST-TEST

NAMA : RIZAL 's
KELAS : IX, 1

1. You are old ~~fashion~~ Fashiond Mom.
2. The next _morning_, Mom passed away.
3. But, Mom, ~~ready Sty~~ ~~tang~~ Stu pit
4. Now Mom is _Realix_ angry.
5. Dad your _crown_.
6. Dad, what's _wrong_.
7. And _kiss_ Dad for me.
8. My Dad _play_ ex
9. You will _is_ be my Grandma Paula.
10. _Shut up_ and dig, grandma.
11. Grandma, do you _know_ that I love you very much.
12. Grandma, do you _Fingt_ tang's going to be alright?
13. _errolly_ student become a teacher, and every teacher a student.
14. The ~~Subst~~ _sblurite_ teacher. subtidute
15. _is For_, His perspective was that of a secular teacher.

$$\frac{7}{15} \times 100 = 96$$

(The lowest score of post-test)

POST-TEST

NAMA : SYAHRUL
KELAS : IX-1

1. You are _ald Fins_, Mom.
2. The next _morning_, Mom passed away.
3. But, Mom, _Stiaße_
4. Now Mom is _Really_ angry.
5. Dad your _crown_.
6. Dad, what's _scream in toum_
7. And _kiss_ Dad for me.
8. My Dad _is plging_
9. You will _how_ be my Grandma Paula.
10. _sad ap_ and dig, grandma.
11. Grandma, do you _Know_ that I love you very much.
12. Grandma, do you _think_ tang's going to be alright?
13. _ex riconco_ student become a teacher, and every teacher a student.
14. The _sapthity_ teacher.
15. _es purt_, His perspective was that of a secular teacher.

$$\frac{6}{15} \times 100 = 40$$

(The lowest score of post-test)

XIII

POST-TEST

NAMA : Yayang
KELAS : IX.1 / 9.1

1. You are old-fas____, Mom. old - fashioned
2. The next _____, Mom passed away. Morning
3. But, Mom, sometimes
4. Now Mom is really angry.
5. Dad your crown.
6. Dad, what's wrong.
7. And kiss Dad for me.
8. My Dad exclaimed
9. You will ____ be my Grandma Paula. always
10. shut up and dig, grandma.
11. Grandma, do you know that I love you very much.
12. Grandma, do you think tang's going to be alright?
13. Every student become a teacher, and every teacher a student.
14. The subritute teacher.
15. of course His perspective was that of a secular teacher.

$$\frac{15}{15} \times 100 = 100$$

(the highest score of post-test)

POST-TEST

NAMA : Muhammad Rizwar
KELAS : IX.1

1. You are old Fashione Mom.
2. The next Morning. Mom passed away.
3. But, Mom, Sometimes
4. Now Mom is Really angry.
5. Dad your crown.
6. Dad, what's wrong.
7. And kiss Dad for me.
8. My Dad exclaimed
9. You will ____ be my Grandma Paula. — always
10. Shut up and dig, grandma.
11. Grandma, do you know that I love you very much.
12. Grandma, do you think tang's going to be alright?
13. every student become a teacher, and every teacher a student.
14. The substita teacher. Substitute
15. of course His perspective was that of a secular teacher.

$$\frac{15}{15} \times 100 = 100$$

(the highest score of post-test)

XIV

Appendix 6 : The Distribution Table of Critical Value-T

Titik Persentase Distribusi t (df = 1 – 40)

Pr \ df	0.25	0.10	0.05	0.025	0.01	0.005	0.001
	0.50	0.20	0.10	0.050	0.02	0.010	0.002
1	1.00000	3.07768	6.31375	12.70620	31.82052	63.65674	318.30884
2	0.81650	1.88562	2.91999	4.30265	6.96456	9.92484	22.32712
3	0.76489	1.63774	2.35336	3.18245	4.54070	5.84091	10.21453
4	0.74070	1.53321	2.13185	2.77645	3.74695	4.60409	7.17318
5	0.72669	1.47588	2.01505	2.57058	3.36493	4.03214	5.89343
6	0.71756	1.43976	1.94318	2.44691	3.14267	3.70743	5.20763
7	0.71114	1.41492	1.89458	2.36462	2.99795	3.49948	4.78529
8	0.70639	1.39682	1.85955	2.30600	2.89646	3.35539	4.50079
9	0.70272	1.38303	1.83311	2.26216	2.82144	3.24984	4.29681
10	0.69981	1.37218	1.81246	2.22814	2.76377	3.16927	4.14370
11	0.69745	1.36343	1.79588	2.20099	2.71808	3.10581	4.02470
12	0.69548	1.35622	1.78229	2.17881	2.68100	3.05454	3.92963
13	0.69383	1.35017	1.77093	2.16037	2.65031	3.01228	3.85198
14	0.69242	1.34503	1.76131	2.14479	2.62449	2.97684	3.78739
15	0.69120	1.34061	1.75305	2.13145	2.60248	2.94671	3.73283
16	0.69013	1.33676	1.74588	2.11991	2.58349	2.92078	3.68615
17	0.68920	1.33338	1.73961	2.10982	2.56693	2.89823	3.64577
18	0.68836	1.33039	1.73406	2.10092	2.55238	2.87844	3.61048
19	0.68762	1.32773	1.72913	2.09302	2.53948	2.86093	3.57940
20	0.68695	1.32534	1.72472	2.08596	2.52798	2.84534	3.55181
21	0.68635	1.32319	1.72074	2.07961	2.51765	2.83136	3.52715
22	0.68581	1.32124	1.71714	2.07387	2.50832	2.81876	3.50499
23	0.68531	1.31946	1.71387	2.06866	2.49987	2.80734	3.48496
24	0.68485	1.31784	1.71088	2.06390	2.49216	2.79694	3.46678
25	0.68443	1.31635	1.70814	2.05954	2.48511	2.78744	3.45019
26	0.68404	1.31497	1.70562	2.05553	2.47863	2.77871	3.43500
27	0.68368	1.31370	1.70329	2.05183	2.47266	2.77068	3.42103
28	0.68335	1.31253	1.70113	2.04841	2.46714	2.76326	3.40816

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : SMP Negeri 3 Baranti Kab.Sidrap

Mata pelajaran : Bahasa Inggris

Kelas/Semester: XI/Ganjil

Materi Pokok : Mendengarkan

Alokasi Waktu : 6 x 40 menit

A. Kompetensi Inti (KI)

KI 1: Menghargaidan menghayati ajaran agama yang dianutnya.

KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya

KI 3: Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4: Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Tujuan Pembelajaran

KD	Tujuan Pembelajaran
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam	1. Siswa diharapkan mampu mendengarkan audio dari text diadopsi dari aplikasi U-Dictionary 2. Memahami kosakata yang

XVI

semangat belajar	didengarkandalam sebuah text audio
2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman	1. Mampu memanfaatkan digital media yang telah ada untuk belajar bahasa Inggris.
2.2Menunjukkan perilaku jujur,disiplin, percaya diri, bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman	2. Memperoleh pengetahuan baru dalam bentuk-bentuk percakapan sehari-hari dalam bahasa Inggris. 3. Siswa dapat memahami intonasi yang tepat dalam suata kata atau kalimat melalui native speaker

Fokus penguatan karakter:

Spritual : Berdoa sebelum dan sesudah melakukan kegiatan.

Sosial : Pemanfaatan digital media.

C. Materi Pembelajaran

Kalimat singkat yang telah dipilih dari aplikasi U-Dictionary .

D. Metode Pembelajaran :

Pendekatan : Scientific Approach

Metode : Diskusi dan tanya jawab

E. Media dan Alat :

1. Media : Aplikasi U-Dictionary

2. Alat : Handphone, Papan tulis, Spidol, dan Speaker.

F. Sumber Belajar

1. Kamus Bahasa Inggris – Indonesia

2. Beberapa jenis audio telah dipilih yang terdapat dalam aplikasi U-Dictionary

G. Langkah-langkah Kegiatan Pembelajaran

1. Pertemuan Pertama (2 x 40 menit)

a. Kegiatan Pendahuluan (10 Menit)

1. Guru menyampaikansalam dan menanyakan kehadiran peserta didik.

2. Salah satu peserta didik memimpin doa sebelum pelajaran dimulai.

3. Mengontrolkebersihankelasdankesiapan peserta didik sebelumbelajar.

4. Memotivasi peserta didik.

5. Menjelaskan tujuan pembelajaran.

6. Pendidik menyampaikan ruang lingkup penilaian yang meliputi penilaian sikap, kerjasama dan percaya diri.

b. Kegiatan Inti (60 menit)

1. Pendidik menjelaskan materi tentang mendengarkan (listening).

2. Peserta didik membaca teks deskripsi yang terdapat dalam buku teks peserta didik tentang mendengarkan (listening).

3. Peserta didik diberikan waktu untuk menanyakan hal yang kurang jelas.

4. Peserta didik akan diperdengarkan sebuah kalimat-kalimat yang telah dipilih dari aplikasi yang berhubungan dengan pretest.

5. Peserta didik diberikan waktu untuk menyelesaikan tes tentang pemahaman mendengarkan (listening comprehension) yang telah disiapkan oleh pendidik.

c. Kegiatan penutup (10 menit)

1. Peserta didik dan pendidik melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya.

2. Peserta didik dan pendidik menyimpulkan hasil belajar dari materi yang baru saja dipelajari.

3. Pendidik memberi penguatan terhadap hasil kerja peserta didik.

4. Pendidik menyampaikan kegiatan pada pertemuan selanjutnya.

5. Peserta didik mengucapkan salam perpisahan.

2. Pertemuan kedua (2x40 menit)

a. Kegiatan pendahuluan (10 menit)

1. Pendidik menyampaikan salam dan menanyakan kehadiran peserta didik.

2. Salah satu peserta didik memimpin doa sebelum pelajaran dimulai.

3. Mengontrol kebersihan kelas dan kesiapan peserta didik sebelum belajar.

4. Pendidik memotivasi peserta didik tentang pentingnya mengatur jadwal

kegiatan dalam belajar.

5. Pendidik menyampaikan tujuan pembelajaran.

6. Pendidik menyampaikan ruang lingkup penilaian yang meliputi penilaian

sikap, kerjasama dan percaya diri.

b. Kegitan inti (60menit)

1. Pendidik menjelaskan materi tentang mendengarkan (listening).

2. Peserta didik membaca teks deskripsi yang terdapat dalam buku teks

peserta didik tentang mendengarkan (listening).

3. Pendidik memperkenalkan aplikasi U-Dictionary dan memperlihatkan

contoh aplikasi tersebut.

4. Peserta didik diminta untuk mengamati contoh yang diputar dari aplikasi U-

Dictionary.

5. Peserta didik diberikan waktu untuk menanyakan hal yang kurang jelas.

6. Pendidik akan membagikan lembaran tes yang berisikan bacaan yang

diambil dari aplikasiU-Dictionary.

7. Pendidik akan memperdengarkan sebuah percakapan yang sudah ditentukan

dengan menggunakan aplikasi U-Dictionary dan akandiputar sebanyak 2x.

8. Peserta didik diberikan waktu untuk menyelesaikan tes tersebut.

9. Peserta mengumpulkan hasil kerja mereka.

XIX

c. Kegiatan penutup (10 menit)

1. Peserta didik dan pendidik melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya.

2. Peserta didik dan pendidik menyimpulkan hasil belajar dari materi yang baru saja dipelajari.

3. Pendidik memberi penguatan terhadap hasil kerja peserta didik.

4. Pendidikmenyampaikan kegiatan pada pertemuan selanjutnya.

5. Peserta didik mengucapkan salam perpisahan.

3. Pertemuan ketiga (2x40 menit)

a. Kegiatan pendahuluan (10 menit)

1. Pendidik menyampaikan salam dan menanyakan kehadiran peserta didik.

2. Salah satu peserta didik memimpin doa sebelum pelajaran dimulai.

3. Mengontrol kebersihan kelas dan kesiapan peserta didik sebelum belajar.

4. Pendidik memotivasi peserta didik tentang pentingnya mengatur jadwal kegiatan dalam belajar.

5. Pendidik menyampaikan tujuan pembelajaran.

6. Pendidik menyampaikan ruang lingkup penilaian yang meliputi penilaian sikap, kerjasama dan percaya diri.

b. Kegitan inti (60menit)

1. Pendidik menjelaskan materi tentang mendengarkan (listening).

2. Peserta didik membaca teks deskripsi yang terdapat dalam buku teks peserta didik tentang mendengarkan (listening).

3. Pendidik memperkenalkan aplikasi U-Dictionary dan memperlihatkan contoh aplikasi tersebut.

4. Peserta didik diminta untuk mengamati contoh yang diputar dari aplikasi U-Dictionary.

5. Peserta didik diberikan waktu untuk menanyakan hal yang kurang jelas.

XX

6. Pendidik akan membagikan lembaran tes yang berisikan bacaan yang diambil dari aplikasiU-Dictionary.

7. Pendidik akan memperdengarkan sebuah percakapan yang sudah ditentukan dengan menggunakan aplikasi U-Dictionary dan akandiputar sebanyak 2x.

8. Peserta didik diberikan waktu untuk menyelesaikan tes tersebut.

9. Peserta mengumpulkan hasil kerja mereka.

c. Kegiatan penutup (10 menit)

1. Peserta didik dan pendidik melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya.

2. Peserta didik dan pendidik menyimpulkan hasil belajar dari materi yang baru saja dipelajari.

3. Pendidik memberi penguatan terhadap hasil kerja peserta didik.

4. Pendidikmenyampaikan kegiatan pada pertemuan selanjutnya.

5. Peserta didik mengucapkan salam perpisahan.

4. Pertemuan keempat (2x40 menit)

a. Kegiatan pendahuluan (10 menit)

1. Pendidik menyampaikan salam dan menanyakan kehadiran peserta didik.

2. Salah satu peserta didik memimpin doa sebelum pelajaran dimulai.

3. Mengontrol kebersihan kelas dan kesiapan peserta didik sebelum belajar.

4. Pendidik memotivasi peserta didik tentang pentingnya mengatur jadwal kegiatan dalam belajar.

5. Pendidik menyampaikan tujuan pembelajaran.

6. Pendidik menyampaikan ruang lingkup penilaian yang meliputi penilaian sikap, kerjasama dan percaya diri.

b. Kegitan inti (60menit)

1. Pendidik menjelaskan materi tentang mendengarkan (listening).

2. Peserta didik membaca teks deskripsi yang terdapat dalam buku teks peserta didik tentang mendengarkan (listening).

3. Pendidik memperkenalkan aplikasi U-Dictionary dan memperlihatkan contoh aplikasi tersebut.

4. Peserta didik diminta untuk mengamati contoh yang diputar dari aplikasi U-Dictionary.

5. Peserta didik diberikan waktu untuk menanyakan hal yang kurang jelas.

6. Pendidik akan membagikan lembaran tes yang berisikan bacaan yang diambil dari aplikasiU-Dictionary.

7. Pendidik akan memperdengarkan sebuah percakapan yang sudah ditentukan dengan menggunakan aplikasi U-Dictionary dan akandiputar sebanyak 2x.

8. Peserta didik diberikan waktu untuk menyelesaikan tes tersebut.

9. Peserta mengumpulkan hasil kerja mereka.

c. Kegiatan penutup (10 menit)

1. Peserta didik dan pendidik melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya.

2. Peserta didik dan pendidik menyimpulkan hasil belajar dari materi yang baru saja dipelajari.

3. Pendidik memberi penguatan terhadap hasil kerja peserta didik.

4. Pendidikmenyampaikan kegiatan pada pertemuan selanjutnya.

5. Peserta didik mengucapkan salam perpisahan.

5. Pertemuan kelima (2x40 menit)

a. Kegiatan pendahuluan (10 menit)

1. Pendidik menyampaikan salam dan menanyakan kehadiran peserta didik.

2. Salah satu peserta didik memimpin doa sebelum pelajaran dimulai.

3. Mengontrol kebersihan kelas dan kesiapan peserta didik sebelum belajar.

4. Pendidik memotivasi peserta didik tentang pentingnya mengatur jadwal kegiatan dalam belajar.

5. Pendidik menyampaikan tujuan pembelajaran.

6. Pendidik menyampaikan ruang lingkup penilaian yang meliputi penilaian

sikap, kerjasama dan percaya diri.

b. Kegitan inti (60menit)

1. Pendidik menjelaskan materi tentang mendengarkan (listening).

2. Peserta didik membaca teks deskripsi yang terdapat dalam buku teks

peserta didik tentang mendengarkan (listening).

3. Pendidik memperkenalkan aplikasi U-Dictionary dan memperlihatkan

contoh aplikasi tersebut.

4. Peserta didik diminta untuk mengamati contoh yang diputar dari aplikasi U-

Dictionary.

5. Peserta didik diberikan waktu untuk menanyakan hal yang kurang jelas.

6. Pendidik akan membagikan lembaran tes yang berisikan bacaan yang

diambil dari aplikasiU-Dictionary.

7. Pendidik akan memperdengarkan sebuah percakapan yang sudah ditentukan

dengan menggunakan aplikasi U-Dictionary dan akandiputar sebanyak 2x.

8. Peserta didik diberikan waktu untuk menyelesaikan tes tersebut.

9. Peserta mengumpulkan hasil kerja mereka.

c. Kegiatan penutup (10 menit)

1. Peserta didik dan pendidik melakukan refleksi terhadap kegiatan

pembelajaran dan manfaat-manfaatnya.

2. Peserta didik dan pendidik menyimpulkan hasil belajar dari materi yang

baru saja dipelajari.

3. Pendidik memberi penguatan terhadap hasil kerja peserta didik.

4. Pendidikmenyampaikan kegiatan pada pertemuan selanjutnya.

5. Peserta didik mengucapkan salam perpisahan.

6. Pertemuan keenam (2x40 menit)

a. Kegiatan pendahuluan (10 menit)

1. Pendidik menyampaikan salam dan menanyakan kehadiran peserta didik.

XXIII

2. Salah satu peserta didik memimpin doa sebelum pelajaran dimulai.

3. Mengontrol kebersihan kelas dan kesiapan peserta didik sebelum belajar.

4. Pendidik memotivasi peserta didik tentang pentingnya mengatur jadwal kegiatan dalam belajar.

5. Pendidik menyampaikan tujuan pembelajaran.

6. Pendidik menyampaikan ruang lingkup penilaian yang meliputi penilaian sikap, kerjasama dan percaya diri.

b. Kegiatan inti (60menit)

1. Pendidik menjelaskan kembali tentang hal-hal yang sudah diberikan selama beberapa pertemuan.

2. Peserta didik diberikan waktu untuk menanyakan kembali hal yang kurang dipahami selama beberapa pertemuan.

3. Peserta didik akan diperdengarkan sebuah kalimat-kalimat yang berhubungan dengan posttest.

4. Peserta didik diberikan waktu untuk menyelesaikan tes pemahaman mendengarkan (listeningcomprehension) yang sudah disiapkan oleh pendidik.

5. Peserta mengumpulkan hasil kerja mereka.

c. Kegiatan penutup (10 menit)

1. Peserta didik dan pendidik melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya.

2. Peserta didik dan pendidik menyimpulkan hasil belajar dari materi yang baru saja dipelajari.

3. Pendidik memberi penguatan terhadap hasil kerja peserta didik.

4. Pendidikmenyampaikan kegiatan pada pertemuan selanjutnya.

5. Peserta didik mengucapkan salam perpisahan

H. Evaluasi

Teknik : Mendengarkan (Listening)

Instrument : Mendengarkan sebuah audio yang telah dipilih dari aplikasi U-Dictionary

Scoring	Classification
91-100	Excellent
76-90	Good
61-75	Average
51-60	Poor
<50	Very poor

Parepare, 13 Januari 2023

Mengetahui, Guru Mata Pelajaran   Peneliti Mata Pelajaran
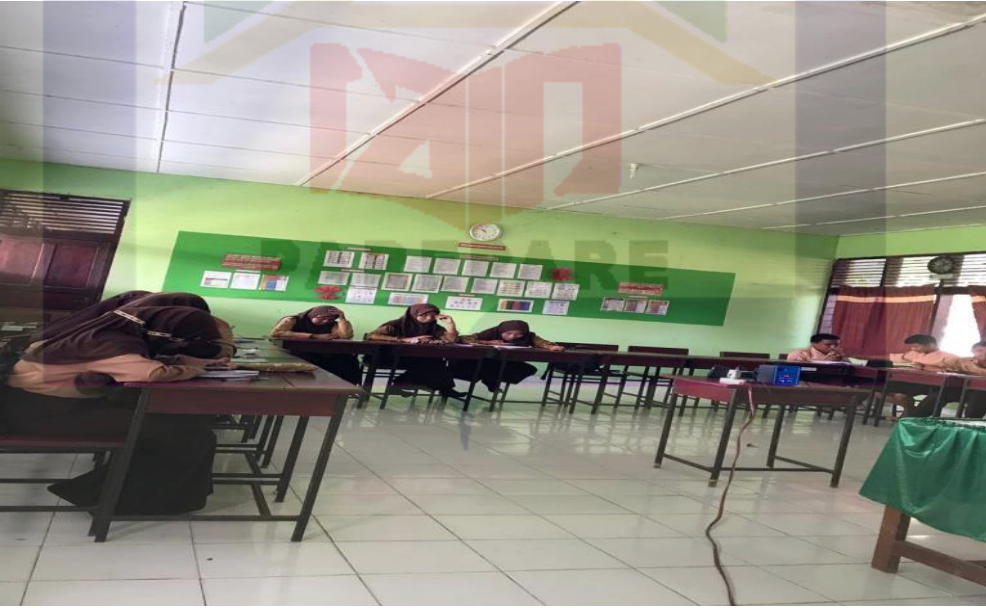
_____   Putri Liana Rusmin

Nip : 196701081997022002   18.1300.073

Appendix 8 : Documentation

Appendix 9 : Recommendation Letter from IAIN Parepare faculty tarbiyah

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 : iainpare.ac.id, email: mail@iainpare.ac.id

Nomor : B.4436/In.39/FTAR.01/PP.00.9/ /11/2022   07 November 2022
Lampiran : 1 Bundel Proposal Penelitian
H a l : Permohonan Rekomendasi Izin Penelitian

Yth. Kepala Dinas Penanaman Modal dan PTSP
Provinsi Sulawesi Selatan
di,-
     Makassar

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama	: Putri Liana Rusmin
Tempat/Tgl. Lahir	: Simae, 21 Februari 2000
NIM	: 18.1300.073
Fakultas / Program Studi	: Tarbiyah/ Pendidikan Bahasa Inggris
Semester	: IX (Sembilan)
Alamat	: Jl. Pinrang, Kel. Duampanua, Kec. Baranti, Kab. Sidrap

Bermaksud akan mengadakan penelitian di wilayah Kab. Sidrap dalam rangka penyusunan skripsi yang berjudul **"Improving Students' Listening Skill By Using U-Dictionary For Ninth Grade Of SMP Negeri 3 Baranti"**. Pelaksanaan penelitian ini direncanakan pada bulan November sampai bulan Desember Tahun 2022.

Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.

Wassalamu Alaikum Wr. Wb.

Wakil Dekan I,

Bahtiar, M.A

Tembusan :

1 Rektor IAIN Parepare
2 Dekan Fakultas Tarbiyah

Appendix 10 : Recommendation Letter from Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu

PEMERINTAH PROVINSI SULAWESI SELATAN

DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
Jl.Bougenville No.5 Telp. (0411) 441077 Fax. (0411) 448936
Website : http://simap-new.sulselprov.go.id Email : ptsp@sulselprov.go.id
Makassar 90231

Nomor	:	**11891/S.01/PTSP/2022**	**Kepada Yth.**
Lampiran	:	-	Bupati Sidrap
Perihal	:	**Izin penelitian**	

di-
Tempat

Berdasarkan surat Wakil Dekan I Fak. Tarbiyah Institut Agama Islam Negeri Parepare Nomor : B.4436/IN.39/FTAR.01/PP.00.9/11/2022 tanggal 07 November 2022 perihal tersebut diatas, mahasiswa/peneliti dibawah ini:

N a m a	:	**PUTRI LIANA RUSMIN**
Nomor Pokok	:	18.1300.073
Program Studi	:	Pendidikan Bahasa Inggris
Pekerjaan/Lembaga	:	Mahasiswa (S1)
Alamat	:	Jl. Amal Bakti No. 8 Soreang, Kota Parepare

Bermaksud untuk melakukan penelitian di daerah/kantor saudara dalam rangka menyusun SKRIPSI, dengan judul :

" IMPROVING STUDENTS' LISTENING SKILL BY USING U-DICTIONARY FOR NINTH GRADE OF SMP NEGERI 3 BARANTI "

Yang akan dilaksanakan dari : Tgl. *10 November s/d 24 Desember 2022*

Sehubungan dengan hal tersebut diatas, pada prinsipnya kami *menyetujui* kegiatan dimaksud dengan ketentuan yang tertera di belakang surat izin penelitian.

Demikian Surat Keterangan ini diberikan agar dipergunakan sebagaimana mestinya.

Diterbitkan di Makassar
Pada Tanggal 09 November 2022

A.n. GUBERNUR SULAWESI SELATAN
KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU
SATU PINTU PROVINSI SULAWESI SELATAN

Ir. H. SULKAF S LATIEF, M.M.
Pangkat : PEMBINA UTAMA MADYA
Nip : 19630424 198903 1 010

Tembusan Yth
1. Wakil Dekan I Fak. Tarbiyah Institut Agama Islam Negeri Parepare;
2. *Pertinggal.*

XXVIII

Appendix 11: Letter of Research Completing

PEMERINTAH KABUPATEN SIDENRENG RAPPANG
DINAS PENDIDIKAN DAN KEBUDAYAAN
UPT SMP NEGERI 3 BARANTI

Alamat : *Jl. Poros Pinrang No. 3 Simpo Kec. Baranti Kab. Sidrap, Kode Pos 91652 telp. 0421 – 94141*
E-mail : smptiga_baranti@yahoo.co.id

SURAT KETERANGAN

Yang bertanda tangan di bawah ini Kepala UPT SMP Negeri 3 Baranti, Kecamatan Baranti, Kabupaten Sidenreng Rappang, dengan ini menerangkan bahwa :

Nama	: Putri Liana Rusmin
Tempat, Tanggal Lahir	: Simae, 21 Februari 2000
Nim	: 18.1300.073
Fakultas	: Tarbiyah
Jurusan	: Pendidikan Bahasa Inggris

Yang bersangkutan telah mengadakan penelitian di UPT SMP Negeri 3 Baranti terhitung tanggal 10 November s/d 24 Desember 2022 guna penulisan skripsi dengan judul: "IMPROVING STUDENTS' LISTENING SKILL BY USING U-DICTIONARY FOR NINTH GRADE OF SMP NEGERI 3 BARANTI".

Demikian surat keterangan ini kami berikan untuk dapat dipergunakan sebagaimana mestinya.

Baranti, 26 Desember 2022
Kepala Sekolah,

SITTI AISYAH, S.Pd., M. Pd.
NIP. 19701027 199203 2 006

XXIX

CURRICULUM VITAE

The researcher, Putri Liana Rusmin, she was born on Februari 21st, 2000 in Simae Sidrap, South Sulawesi. She is the 2nd child of couple Rusmin and Nursam. She is a student of English Education Program at Tarbiyah Faculty of State Islamic Institute of Parepare. Her educationaly background, she began her study at SDN 5 Baranti and graduated in 2012, at the same year she continued her study at MTs Negeri 1 Sidrap and then continued her study in SMAN 4 Sidrap and graduated in 2018. The last, she completed her final with the tittle of thesis "Improving Students' Listening Skill by Using U-Dictionary for Ninth Grade of SMP Negeri 3 Baranti Kab. Sidrap" in 2023.